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ABSTRACT

A project is described which identifies essential social studies skills and presents information to high school classroom teachers on how to inculcate skills in students. Four major categories of skills are discussed--locating information, evaluating information, using time and place concepts, and analyzing social problems. Specific project goals were to define essential social studies skills for senior high students, create a test item bank which could be used to create skills tests for diagnosis and post-instructional analysis, and to create skill lesson models which could be used for student remediation and/or enrichment. The document is presented in five major chapters. In chapter one, the project rationale and goals are presented. In chapter two, information is offered on the essential skills. Chapter three focuses on the essential learner outcomes in social studies process objectives which were developed by the Minnesota Department of Education. Chapter four presents a test item bank which includes test questions relating to each of the essential skill categories. Chapter five, the bulk of the document, presents 125 lessons relating to the skill areas. For each lesson, information is presented on objectives, background information, directions, and special instructions on activities such as using the dictionary, using the telephone book, reading and interpreting charts, and finding percentages. Students are involved in a variety of activities, including determining bias in selections from social studies textbooks, discussing issues in class, using primary sources, using chronology and time lines, drawing inferences from maps, identifying value statements, and identifying consequences of actions. (DB)

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ESSENTIAL
SOCIAL STUDIES SKILLS
FOR SENIOR HIGH STUDENTS

Stuart Stockhaus, Editor

SO 013 356

Social Science Education Consortium, Inc.

ERIC Clearinghouse for Social Studies/Social Science Education

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Vern Ege	Armstrong Senior High School
Cal Beldon	Cooper Senior High School
Bill Boyt	Cooper Senior High School
Lanny Orning	Cooper Senior High School
Martha Reckdahl	Cooper Senior High School
Robert Anderson	Robbinsdale Senior High School
Michael Cooley	Robbinsdale Senior High School
Doc Spurrier	Robbinsdale Senior High School
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INTRODUCTION

Project Rationale

The general public has lost some of its faith in public schools in terms of educating students in the basic skills. This general discontent is reflected throughout the mass media. This public sentiment is reflected in legislation, being passed by most of the state legislatures, demanding educational accountability. Educational goals are to be made explicit and are to be evaluated. Remediation is to be provided for those students who have not learned some minimum level of knowledge. Our project has as its goals the creation of explicit objectives for skill acquisition in social studies, evaluation of skill competencies, and provision for remediation.

Social studies teachers have generally recognized the importance of students' possessing social studies skills, but they have not systematically evaluated student proficiencies. Because they have not diagnosed student skills, social studies teachers have assumed student skills that were not universally acquired. Both teachers and students then experienced frustration and/or boredom. Some skills were not taught; others were overtaught. By creating a diagnostic skills instrument, students' needs can be objectively measured and remediation given on a need basis.

Project Goals

1. To define essential social studies skills for senior high students.
2. To create a test item bank which can be used to create skills tests for diagnosis and post-instructional analysis.
3. To create skill lesson models which can be used for student remediation and/or enrichment.

Project Procedures

In order to define essential social studies skills for senior high students, a teacher committee was created using representatives from our three senior high and four junior high schools. Through a series of committee meetings with feedback from departments, a preliminary list of essential social studies skills was generated. This list of essential skills was then discussed with students in social studies classes. Revisions were made, based on student input. Parental review followed and again the list of essential skills were revised. The teacher committee also used a three-person replication committee for review of the essential skills objectives. The essential skills list was then reviewed by a testing consultant. The final list of essential skills reflects input from parents, students, social studies teachers, secondary administrators, test item writers, and a testing consultant.

After the generation of an essential social studies skills list, district teachers wrote test items. This test item pool was used to create preliminary skills tests which were administered to all sophomores and seniors. Based on teacher and student comments along with a test item analysis, revisions were made. We were not able to use all of the test items which were written. Our recommendation to school districts would be to select your own set of objectives utilizing our list and use only those test items which you believe to be most appropriate.

After test revisions were made, lessons were written to help students acquire skills competencies shown to be lacking by the skills tests. These lessons are written on several levels of difficulty and can serve as both remediation and enrichment for students.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES

As we developed our skills objectives, two major questions helped guide us:

1. What skills are necessary for students to do well in studying social studies?
2. What skills would students need as participating citizens in the years following high school?

Using these questions, we identified four major categories of social studies skills:

I. Locating Information
II. Evaluating Information
III. Using Time and Place
IV. Analyzing Social Problems

It must be recognized that any paper and pencil test can only measure part of the skills which students and citizens need in making public and private decisions. Social studies educators are limited in their ability to measure participating skills in a community setting. Other evaluation techniques will have to be utilized to measure these skills.

In this project report we have first listed the essential social studies skills objectives and then have placed specific test items under each sub skill within each major skills category. We have also related our skills objectives to the State Department of Education's Social Studies SELO's Process Objectives. The coding in the margins of our skills objectives identifies specific process objectives from the social studies SELO's.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

I. Students will be able to locate information in their homes and in the community.

A. Students will be able to use several sources of information available in their homes.

(C-1) 1. Using phone books
(C-1) 2. Using newspapers
(C-1) 3. Using a dictionary

B. Students will be able to use community resources to locate needed information.

(C-1) 1. Using the public library
(C-1) 2. Using governmental agencies
(C-1) 3. Using private organizations

C. Students will be able to recognize the main idea and supporting data from multiple sources of information.

(E-1) 1. Using narrative sources of information
(E-9,10) (G-3) 2. Using charts and graphs

II. Students will be able to evaluate sources of information.

A. Students will be able to identify bias in public policy and personal consumer materials.

(E-5) (C-3) 1. Identifying bias in public policy materials.
(E-5) (C-3) 2. Identifying bias in personal consumer materials.

B. Students will be able to distinguish statements of fact and opinion in both public policy statements and personal consumer statements.

(E-3) 1. Distinguishing between statements of fact and opinion in public policy statements.
(E-3) 2. Distinguishing between statements of fact and opinion in personal consumer statements.

C. Students will be able to differentiate between relevant and irrelevant information in public policy and personal consumer materials.

(C-2) 1. Differentiating between relevant and irrelevant information in public policy materials.
(C-2) 2. Differentiating between relevant and irrelevant information in personal consumer materials.

(E-1) D. Students will be able to obtain information and draw inferences from
(E-8, graphs.
9,10,
11) (G-3)

III. Students will be able to use needed time and place skills.

A. Students will be able to use key time vocabulary words correctly, put historical events in chronological order, and use time concepts in everyday life situations.

(A-1) 1. Using key time vocabulary words correctly.
(E-2) 2. Putting key historical events in chronological order.
(E-9) 3. Using time concepts in everyday life situations.

B. Students will be able to determine direction, distance, and location of phenomena on maps as well as draw inferences from that data.

(E-1) 1. Determining directions on a map.
(E-1) 2. Determining directions, distances, and locations of phenomena on maps.
(E-1) 3. Drawing inferences from map data.
(E-9,10,11)

IV. Students will be able to analyze social problems.

(E-2) A. Students will be able to identify social problems.
(F)

(A-2) B. Students will be able to identify value statements.
(E-5)

(A-2) C. Students will be able to identify values in conflict.
(E-5,6,13)

(A-2) D. Students will be able to recognize values implicit in a social problem.
(E-5,6,13)
(H-1)

E. Students will be able to identify the consequences of possible actions
(E-8,10,11) on social problems.
(F) (G-1)
(H-1,3,4)

MINNESOTA DEPARTMENT OF EDUCATION'S
"SOME ESSENTIAL LEARNER OUTCOMES IN SOCIAL STUDIES" PROCESS OBJECTIVES

A. Identifies the central problem in a situation; identifies the major issue in a dispute.

    1. Clarifies vague and ambiguous terminology.

    2. Distinguishes among definitional, value and factual issues in a dispute.

B. Applies divergent thinking in formulating hypotheses and generalizations capable of being tested.

C. Identifies and locates sources of information and evaluates the reliability and relevance of these sources.

    1. Identifies and locates sources of information appropriate to the task (e.g., authorities or resource people, books on subject, reference works, maps, magazines, newspapers, fiction, radio, television, interviews, surveys, experiments, statistical data, case studies, systematic observations, personal experiences, artistic representations.)

    2. Distinguishes between relevant and irrelevant sources.

    3. Distinguishes between reliable and unreliable sources.

D. Demonstrates ability to use reliable sources of information.

    1. Uses more than one source to obtain information.

    2. Develops questions appropriate for obtaining information from sources.

    3. Records observations and information obtained from sources.

    4. Identifies points of agreement and disagreement among the sources.

    5. Evaluates the quality of the available information.

E. Organizes, analyzes, interprets and synthesizes information obtained from various sources.

    1. Identifies central elements in information.

    2. Classifies information.

    3. Distinguishes statements of fact from statements of opinion.

    4. Distinguishes statements of inference from statements of fact.

    5. Identifies stated opinions, biases, and value judgments.

    6. Differentiates between points of view.

    7. Recognizes logical errors.

    8. Recognizes inadequacies or omissions in information.

9. Makes inferences from data.
10. Identifies cause and effect relationships.
11. Recognizes interrelationships among concepts.
12. Identifies nature of sample.
13. Identifies stated and unstated assumptions.
14. Summarizes information.

F. Uses summarized information to test hypotheses, draw conclusions, offer solutions to problems, clarify issues, or make predictions.

G. Validates outcome of investigation.

1. Tests solutions to problem or issue when possible.
2. Modifies solutions in light of new factors or considerations.
3. Analyzes trends and modifies predictions when necessary.

H. Appraises judgments and values that are involved in the choice of a course of action.

1. Identifies and weighs conflicting values which serve as contradicting criteria for judging courses of action.
2. Develops a set of criteria for judging proposed courses of action in terms of actual and projected consequences.
3. Applies the established criteria to actual and projected consequences of a proposed course of action.
4. Selects and defends a position or course of action consistent with the established criteria.

TEST ITEM BANK

I. LOCATING INFORMATION

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

I. Students will be able to locate information in their homes and in the community.

  A. Students will be able to use several sources of information available in their homes.

    1. Using phone books

---

1. What is the quickest way to find the phone number of a friend who has just had a new phone installed and does not yet have the number listed in the phone book?

   A. Look up the name in the telephone book that is spelled almost like the name of the friend and call that number.
   B. Find the number of "Movers -- House" in the yellow pages, call them, and ask if they know the friend's number.
   *C. Find the number of the directory assistance operator in the front of the phone book, call, and ask for your friend's number.
   D. Call the business office of your city government and ask for the number.

2. What would be the quickest way to find the phone number of Astro-Foam Home Insulation Company?

   A. Look under Insulation in the yellow pages.
   *B. Look under Astro-Foam in the phone book white pages.
   C. Look up Astro-Foam in the yellow pages.
   D. Look under Insulation in the phone book white pages.

3. Where would be the best place to look to find someone to do a tune-up on a car?

   *A. The phone book yellow pages.
   B. The card catalog in the library.
   C. The classified ad section of the newspaper.
   D. The phone book white pages.

4. Georgine's car starts hard, shakes and smokes when it runs, and guzzles gas. In which section of the yellow pages should she look for someone to work on her car to improve its performance?

   A. Automobile Dealers -- Used Cars
   B. Automobile Leasing
   *C. Automobile Repairing and Services
   D. Automobile Parts and Supplies -- Used and Rebuilt

*Denotes the correct answer

2. Using newspapers

---

1. What would be the best way to find what TV programs are on at 7:30 tonight?

A. Look up each TV station in the phone book, call and ask them.
B. Call friends and ask them what's on TV that night.
*C. Find the Radio-TV page number in the index on the front page of the newspaper, turn to that page, and check the schedule.
D. Skim the newspaper and look for articles about TV.

2. Part of a newspaper index is located below. In which section would you look for a story about a new law passed by Congress requiring more energy efficient windows in new homes.

*A. National 1 - 3 A
B. Sports 1 - 4 C
C. Local 2 - 7 B
D. Comics 8 - 9 B

3. Below is an index of a newspaper. In which section would the results of a ruling on Minnesota income tax credits for solar heating systems be found?

A. National 1 - 6A
B. City and Suburban 5 - 7 B
C. Sports 1 - 7 C
*D. State 1 - 4 B

4. Jill has been driving alone to work downtown. She thinks she could save fuel and money by sharing a ride with someone else in her community. Where should she look to see if someone else wants a ride.

A. Put up a postcard at the local super market.
B. Check with the local police department.
*C. Check the "Rides Wanted" or the "Personal" columns in the classified ads section of the newspaper.
D. Check the highway department office in the Hennepin County Government Center.

5. Jean would like to start a car pool from Robbinsdale to downtown Minneapolis. She owns a van and would like to be the driver. What would be the best way for Jean to attract people to her car pool.

*A. Run an ad under "Riders Wanted" or "Personals" in the classified section of the newspaper.
B. Buy a TV commercial on the early afternoon movie.
C. Inquire about car pools at the Minnesota Department of Transportation.
D. Take out an ad in the Yellow Pages.

6. Under which headline would a story about a federal investigation of the energy requirements of air conditioning systems most likely be found?

A. FBI PUTS JOHNSON IN COOLER
B. CIA: SPY CASE NOW ON ICE
*C. EPA: COOLERS CAN BE HOGS
D. USDA: KEEP HOGS COOL OVER SUMMER

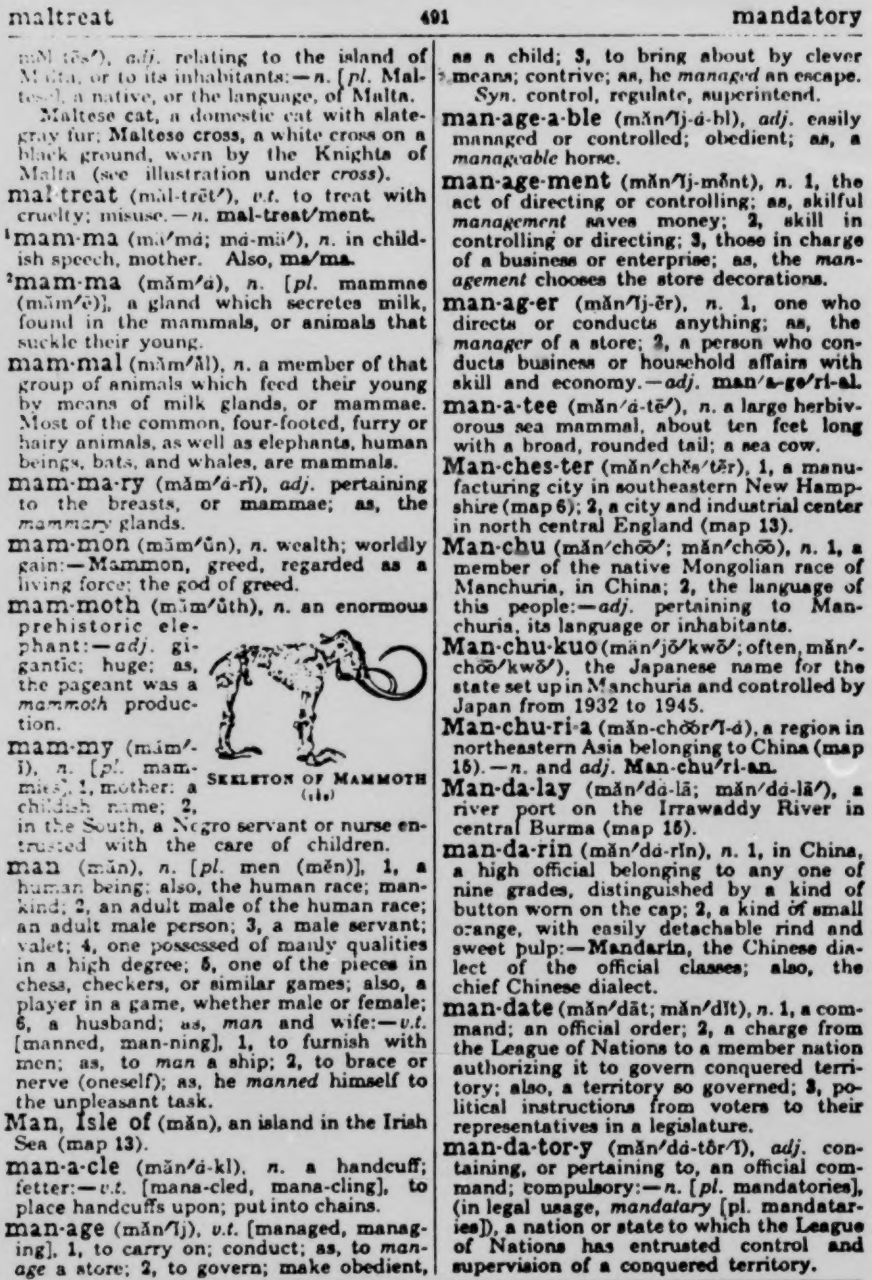
7. Which story would most likely be described by the following headline?
FEA CHIEF NIXES GUZZLERS FOR STAFF

A. The FEA will rely on public transportation for its staff members.
B. The Federal Energy Agency will not employ heavy drinkers.
C. The FEA will use only American-made cars for its staff.
*D. Workers for the Federal Energy Agency will not drive big cars.

BEST COPY AVAILABLE

3. Using a dictionary

Below is a sample page from a dictionary. Answer the questions which follow:



maltreat 491 mandatory

măl tēz′), *adj.* relating to the island of Malta, or to its inhabitants:—*n.* [*pl.* Maltese], a native, or the language, of Malta.

Maltese cat, a domestic cat with slate-gray fur; **Maltese cross**, a white cross on a black ground, worn by the Knights of Malta (see illustration under *cross*).

mal·treat (măl-trēt′), *v.t.* to treat with cruelty; misuse.—*n.* **mal-treat′ment.**

^{1}**mam·ma** (mä′mȧ; mȧ-mä′), *n.* in childish speech, mother. Also, **ma′ma.**

^{2}**mam·ma** (măm′ȧ), *n.* [*pl.* mammae (măm′ē)], a gland which secretes milk, found in the mammals, or animals that suckle their young.

mam·mal (măm′ăl), *n.* a member of that group of animals which feed their young by means of milk glands, or mammae. Most of the common, four-footed, furry or hairy animals, as well as elephants, human beings, bats, and whales, are mammals.

mam·ma·ry (măm′ȧ-rĭ), *adj.* pertaining to the breasts, or mammae; as, the *mammary* glands.

mam·mon (măm′ŭn), *n.* wealth; worldly gain:—Mammon, greed, regarded as a living force; the god of greed.

mam·moth (măm′ŭth), *n.* an enormous prehistoric elephant:—*adj.* gigantic; huge; as, the pageant was a *mammoth* production.

SKELETON OF MAMMOTH (1/10)

mam·my (măm′ĭ), *n.* [*pl.* mammies], 1, mother: a childish name; 2, in the South, a Negro servant or nurse entrusted with the care of children.

man (măn), *n.* [*pl.* men (mĕn)], 1, a human being; also, the human race; mankind; 2, an adult male of the human race; an adult male person; 3, a male servant; valet; 4, one possessed of manly qualities in a high degree; 5, one of the pieces in chess, checkers, or similar games; also, a player in a game, whether male or female; 6, a husband; as, *man* and wife:—*v.t.* [manned, man-ning], 1, to furnish with men; as, to *man* a ship; 2, to brace or nerve (oneself); as, he *manned* himself to the unpleasant task.

Man, Isle of (măn), an island in the Irish Sea (map 13).

man·a·cle (măn′ȧ-kl), *n.* a handcuff; fetter:—*v.t.* [mana-cled, mana-cling], to place handcuffs upon; put into chains.

man·age (măn′ĭj), *v.t.* [managed, managing], 1, to carry on; conduct; as, to *manage* a store; 2, to govern; make obedient, as a child; 3, to bring about by clever means; contrive; as, he *managed* an escape.

Syn. control, regulate, superintend.

man·age·a·ble (măn′ĭj-ȧ-bl), *adj.* easily managed or controlled; obedient; as, a *manageable* horse.

man·age·ment (măn′ĭj-mĕnt), *n.* 1, the act of directing or controlling; as, skilful *management* saves money; 2, skill in controlling or directing; 3, those in charge of a business or enterprise; as, the *management* chooses the store decorations.

man·ag·er (măn′ĭj-ẽr), *n.* 1, one who directs or conducts anything; as, the *manager* of a store; 2, a person who conducts business or household affairs with skill and economy.—*adj.* **man′a-ge′ri-al.**

man·a·tee (măn′ȧ-tē′), *n.* a large herbivorous sea mammal, about ten feet long with a broad, rounded tail; a sea cow.

Man·ches·ter (măn′chĕs′tẽr), 1, a manufacturing city in southeastern New Hampshire (map 6); 2, a city and industrial center in north central England (map 13).

Man·chu (măn′cho͞o′; măn′cho͞o), *n.* 1, a member of the native Mongolian race of Manchuria, in China; 2, the language of this people:—*adj.* pertaining to Manchuria, its language or inhabitants.

Man·chu·kuo (män′jō′kwō′; often, măn′-cho͞o′kwō′), the Japanese name for the state set up in Manchuria and controlled by Japan from 1932 to 1945.

Man·chu·ri·a (măn-cho͝or′ĭ-ȧ), a region in northeastern Asia belonging to China (map 15).—*n.* and *adj.* **Man-chu′ri-an.**

Man·da·lay (măn′dȧ-lā; măn′dȧ-lā′), a river port on the Irrawaddy River in central Burma (map 15).

man·da·rin (măn′dȧ-rĭn), *n.* 1, in China, a high official belonging to any one of nine grades, distinguished by a kind of button worn on the cap; 2, a kind of small orange, with easily detachable rind and sweet pulp:—**Mandarin**, the Chinese dialect of the official classes; also, the chief Chinese dialect.

man·date (măn′dāt; măn′dĭt), *n.* 1, a command; an official order; 2, a charge from the League of Nations to a member nation authorizing it to govern conquered territory; also, a territory so governed; 3, political instructions from voters to their representatives in a legislature.

man·da·tor·y (măn′dȧ-tôr′ĭ), *adj.* containing, or pertaining to, an official command; compulsory:—*n.* [*pl.* mandatories], (in legal usage, *mandatary* [pl. mandataries]), a nation or state to which the League of Nations has entrusted control and supervision of a conquered territory.

go; join; yet; sing; chin; show; thin, *th*en; hw, *wh*y; zh, azure; ü, Ger. *für* or Fr. *lune*; ö, Ger. *schön* or Fr. *feu*; n̈, Fr. *enfant*, *nom*; kh, Ger. *ach* or *ich*. See pages ix-x.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

1. Which pair of words are the guide words for the dictionary page?

   *A. Maltreat -- mandatory
   B. Manage -- manageable
   C. Man -- mamma
   D. Mal -- man

2. How many definitions are given for the word mandate?

   A. 1
   B. 2
   *C. 3
   D. 4

3. Choose the word that would appear first if the four words were arranged in alphabetical order.

   *A. Mandate
   B. Manitoba
   C. Manor
   D. Manner

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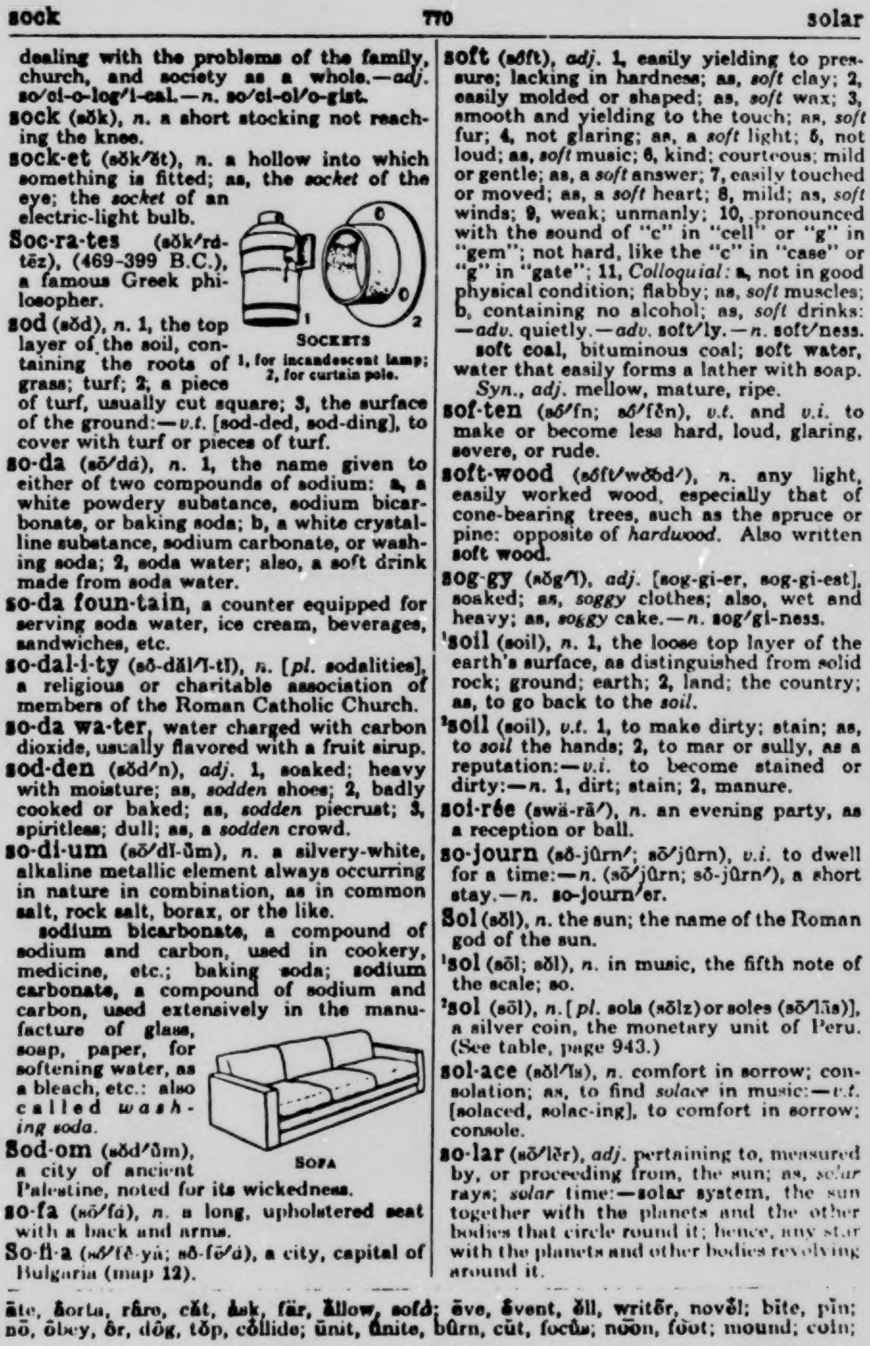
ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

3. Using a dictionary

Below is a sample page from a dictionary. Answer the questions which follow:



sock 770 **solar**

dealing with the problems of the family, church, and society as a whole.—*adj.* so′ci-o-log′i-cal.—*n.* so′ci-ol′o-gist.

sock (sŏk), *n.* a short stocking not reaching the knee.

sock·et (sŏk′ĕt), *n.* a hollow into which something is fitted; as, the *socket* of the eye; the *socket* of an electric-light bulb.

SOCKETS
1, for incandescent lamp; 2, for curtain pole.

Soc·ra·tes (sŏk′rȧ-tēz), (469-399 B.C.), a famous Greek philosopher.

sod (sŏd), *n.* 1, the top layer of the soil, containing the roots of grass; turf; 2, a piece of turf, usually cut square; 3, the surface of the ground:—*v.t.* [sod-ded, sod-ding], to cover with turf or pieces of turf.

so·da (sō′dȧ), *n.* 1, the name given to either of two compounds of sodium: a, a white powdery substance, sodium bicarbonate, or baking soda; b, a white crystalline substance, sodium carbonate, or washing soda; 2, soda water; also, a soft drink made from soda water.

so·da foun·tain, a counter equipped for serving soda water, ice cream, beverages, sandwiches, etc.

so·dal·i·ty (sō-dăl′ĭ-tĭ), *n.* [*pl.* sodalities], a religious or charitable association of members of the Roman Catholic Church.

so·da wa·ter, water charged with carbon dioxide, usually flavored with a fruit sirup.

sod·den (sŏd′n), *adj.* 1, soaked; heavy with moisture; as, *sodden* shoes; 2, badly cooked or baked; as, *sodden* piecrust; 3, spiritless; dull; as, a *sodden* crowd.

so·di·um (sō′dĭ-ŭm), *n.* a silvery-white, alkaline metallic element always occurring in nature in combination, as in common salt, rock salt, borax, or the like.

sodium bicarbonate, a compound of sodium and carbon, used in cookery, medicine, etc.; baking soda; **sodium carbonate**, a compound of sodium and carbon, used extensively in the manufacture of glass, soap, paper, for softening water, as a bleach, etc.: also called *washing soda*.

SOFA

Sod·om (sŏd′ŭm), a city of ancient Palestine, noted for its wickedness.

so·fa (sō′fȧ), *n.* a long, upholstered seat with a back and arms.

So·fi·a (sō′fē-yȧ; sō-fē′ȧ), a city, capital of Bulgaria (map 12).

soft (sôft), *adj.* 1, easily yielding to pressure; lacking in hardness; as, *soft* clay; 2, easily molded or shaped; as, *soft* wax; 3, smooth and yielding to the touch; as, *soft* fur; 4, not glaring; as, a *soft* light; 5, not loud; as, *soft* music; 6, kind; courteous; mild or gentle; as, a *soft* answer; 7, easily touched or moved; as, a *soft* heart; 8, mild; as, *soft* winds; 9, weak; unmanly; 10, pronounced with the sound of "c" in "cell" or "g" in "gem"; not hard, like the "c" in "case" or "g" in "gate"; 11, *Colloquial:* a, not in good physical condition; flabby; as, *soft* muscles; b, containing no alcohol; as, *soft* drinks:—*adv.* quietly.—*adv.* soft′ly.—*n.* soft′ness.

soft coal, bituminous coal; **soft water**, water that easily forms a lather with soap.

Syn., adj. mellow, mature, ripe.

sof·ten (sôf′n; sôf′ĕn), *v.t.* and *v.i.* to make or become less hard, loud, glaring, severe, or rude.

soft·wood (sôft′wŏŏd′), *n.* any light, easily worked wood, especially that of cone-bearing trees, such as the spruce or pine: opposite of *hardwood*. Also written soft wood.

sog·gy (sŏg′ĭ), *adj.* [sog-gi-er, sog-gi-est], soaked; as, *soggy* clothes; also, wet and heavy; as, *soggy* cake.—*n.* sog′gi-ness.

¹soil (soil), *n.* 1, the loose top layer of the earth's surface, as distinguished from solid rock; ground; earth; 2, land; the country; as, to go back to the *soil*.

²soil (soil), *v.t.* 1, to make dirty; stain; as, to *soil* the hands; 2, to mar or sully, as a reputation:—*v.i.* to become stained or dirty:—*n.* 1, dirt; stain; 2, manure.

soi·rée (swä-rā′), *n.* an evening party, as a reception or ball.

so·journ (sō-jûrn′; sō′jûrn), *v.i.* to dwell for a time:—*n.* (sō′jûrn; sō-jûrn′), a short stay.—*n.* so-journ′er.

Sol (sŏl), *n.* the sun; the name of the Roman god of the sun.

¹sol (sōl; sŏl), *n.* in music, the fifth note of the scale; so.

²sol (sōl), *n.* [*pl.* sols (sōlz) or soles (sō′lās)], a silver coin, the monetary unit of Peru. (See table, page 943.)

sol·ace (sŏl′ĭs), *n.* comfort in sorrow; consolation; as, to find *solace* in music:—*v.t.* [solaced, solac-ing], to comfort in sorrow; console.

so·lar (sō′lẽr), *adj.* pertaining to, measured by, or proceeding from, the sun; as, *solar* rays; *solar* time:—**solar system**, the sun together with the planets and the other bodies that circle round it; hence, any star with the planets and other bodies revolving around it.

āte, ăorta, râre, căt, ȧsk, fär, ăllow, sofȧ; ēve, ēvent, ĕll, writẽr, novĕl; bite, pĭn; nō, ōbey, ôr, dôg, tŏp, cŏllide; ūnit, ūnite, bûrn, cŭt, focŭs; nōōn, fŏŏt; mound; coin;

7. Which pair of words are the guide words for the dictionary page?

   *A. Sock -- solar
   B. Sofia -- soft
   C. Sock -- sol
   D. Ate -- coin

8. How many definitions are given for the word soft?

   A. 2
   B. 5
   C. 6
   *D. 11

9. Choose the word that would appear first if the four words were arranged in alphabetical order.

   *A. Solar
   B. Sole
   C. Solid
   D. Solo

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

I. B. Students will be able to use community resources to locate needed information.

1. Using the public library

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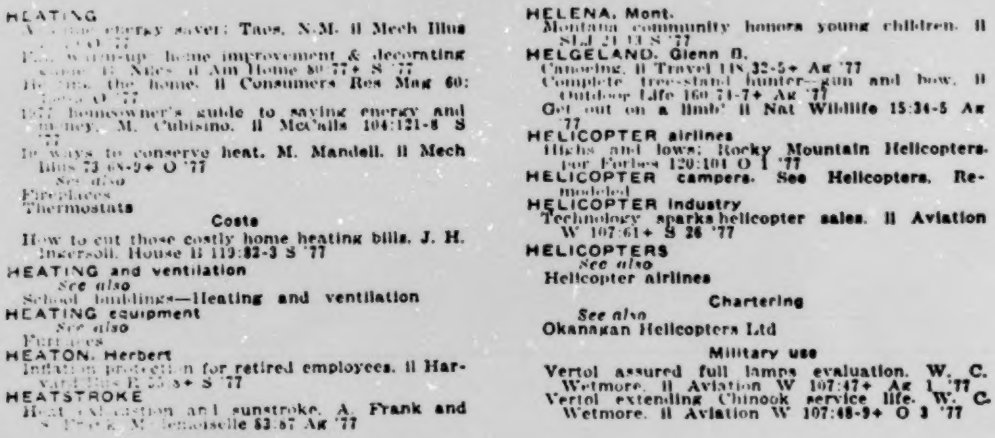
Below you will find a sample page from The Readers' Guide to Periodical Literature and a sample card from the card catalog. Answer the questions which follow them:

NOVEMBER 10, 1977* 117



HEATING
A [illegible] energy saver; Taos, N.M. il Mech Illus [illegible] O '77
Fall warm-up home improvement & decorating [illegible] E. Nies il Am Home 80:77+ S '77
Heating the home. il Consumers Res Mag 60: [illegible] O '77
1977 homeowner's guide to saving energy and money. M. Cubisino. il McCalls 104:121-8 S '77
10 ways to conserve heat. M. Mandell. il Mech Illus 73:68-9+ O '77
See also
Fireplaces
Thermostats

Costs

How to cut those costly home heating bills. J. H. Ingersoll. House B 119:82-3 S '77
HEATING and ventilation
See also
School buildings—Heating and ventilation
HEATING equipment
See also
Furnaces
HEATON, Herbert
Inflation protection for retired employees. il Harvard Bus R 55:[illegible]+ S '77
HEATSTROKE
Heat exhaustion and sunstroke. A. Frank and S. Frank. Mademoiselle 83:67 Ag '77

HELENA, Mont.
Montana community honors young children. il SLJ 21:13 S '77
HELGELAND, Glenn D.
Canoeing. il Travel 148:32-5+ Ag '77
Complete tree-stand hunter—gun and bow. il Outdoor Life 160:74-7+ Ag '77
Get out on a limb! il Nat Wildlife 15:34-5 Ag '77
HELICOPTER airlines
Highs and lows: Rocky Mountain Helicopters. por Forbes 120:104 O 1 '77
HELICOPTER campers. See Helicopters, Remodeled
HELICOPTER industry
Technology sparks helicopter sales. il Aviation W 107:61+ S 26 '77
HELICOPTERS
See also
Helicopter airlines

Chartering

See also
Okanagan Helicopters Ltd

Military use

Vertol assured full lamps evaluation. W. C. Wetmore. il Aviation W 107:47+ Ag 1 '77
Vertol extending Chinook service life. W. C. Wetmore. il Aviation W 107:48-9+ O 3 '77

POWER RESOURCES*

621.4 Millard, Reed
Mi

How will we meet the energy crisis? Power for tomorrow's world, by Reed Millard and the editors of Science Book Associates. Messner 1971
189p illus

1.Power resources I.Title

Catalog Card Corporation of America ©

* READERS' GUIDE, NOV. 10, 1977
Catalog Card 621.4 Mi

1. The heating costs for your home are too high. You have heard that Mechanics Illustrated magazine has an article titled, "10 Ways to Conserve Heat." Use the sample page from the Readers' Guide to Periodical Literature to locate the issue of Mechanics Illustrated.

   A. Volume 119 September 1977
   *B. Volume 73 October 1977
   C. Volume 80 September 1977
   D. Volume 32 August 1977

2. The sample Readers' Guide shows us that there is an article titled "1977 Homeowner's Guide to Saving Energy and Money" listed under the topic of heating. Who is the author?

   A. McCalls
   *B. M. Cubisino
   C. Il
   D. S'77

3. The title of the book listed on the catalog card is:

   A. Power Resources
   B. Millard, Reed
   *C. How Will We Meet the Energy Crisis? Power for Tomorrow's World
   D. Our Energy Resources Today

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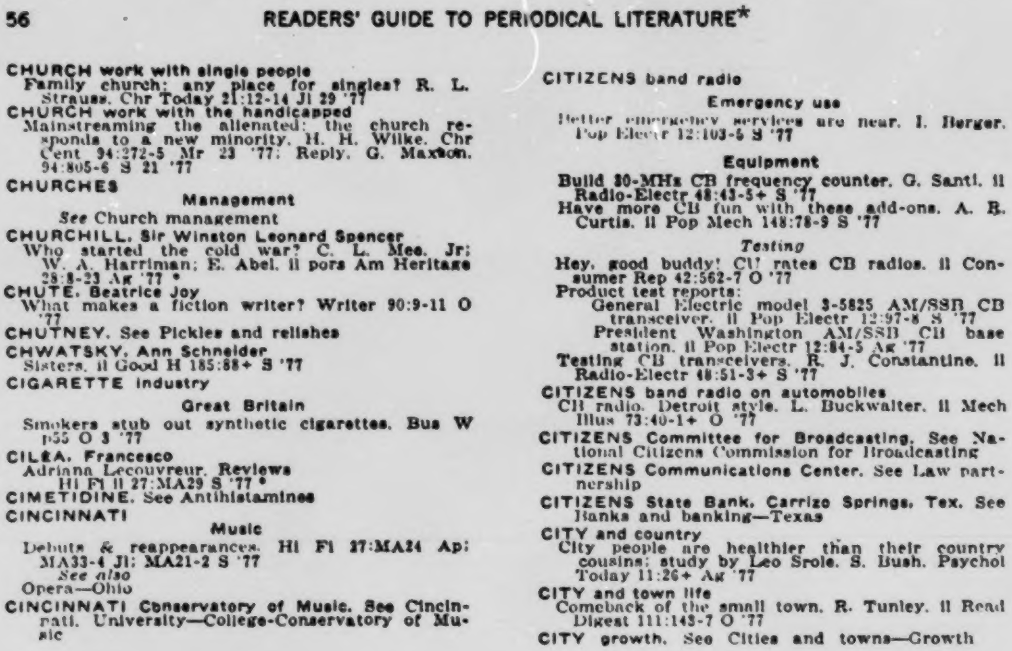
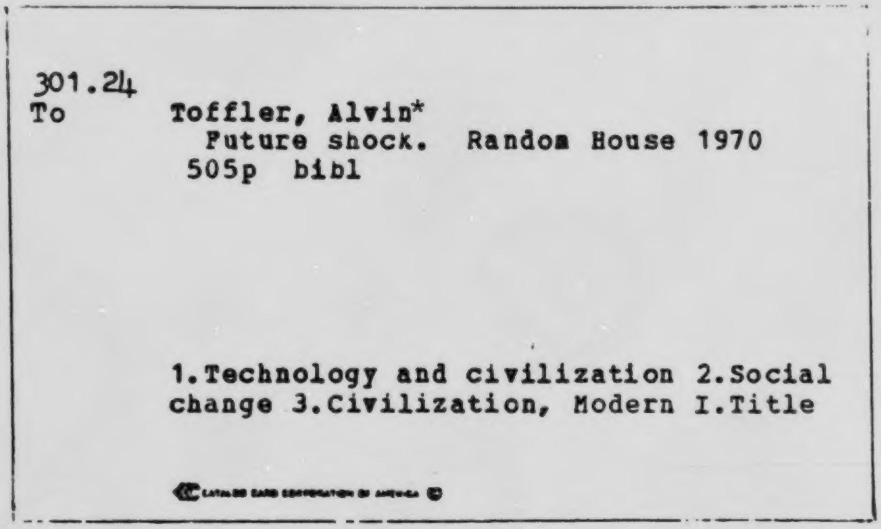
1. Using the public library

Below you will find a sample page from The Readers' Guide to Periodical Literature and a sample card from the card catalog. Answer the questions which follow them:



56 READERS' GUIDE TO PERIODICAL LITERATURE*

CHURCH work with single people
Family church: any place for singles? R. L. Strauss. Chr Today 21:12-14 Jl 29 '77
CHURCH work with the handicapped
Mainstreaming the alienated: the church responds to a new minority. H. H. Wilke. Chr Cent 94:272-5 Mr 23 '77; Reply. G. Maxson. 94:805-6 S 21 '77
CHURCHES
Management
See Church management
CHURCHILL, Sir Winston Leonard Spencer
Who started the cold war? C. L. Mee, Jr; W. A. Harriman; E. Abel. il pors Am Heritage 28:8-23 Ag '77 •
CHUTE, Beatrice Joy
What makes a fiction writer? Writer 90:9-11 O '77
CHUTNEY. See Pickles and relishes
CHWATSKY, Ann Schneider
Sisters. il Good H 185:88+ S '77
CIGARETTE industry
Great Britain
Smokers stub out synthetic cigarettes. Bus W p55 O 3 '77
CILEA, Francesco
Adrianna Lecouvreur. Reviews
Hi Fi il 27:MA29 S '77 •
CIMETIDINE. See Antihistamines
CINCINNATI
Music
Debuts & reappearances. Hi Fi 27:MA24 Ap; MA33-4 Jl; MA21-2 S '77
See also
Opera—Ohio
CINCINNATI Conservatory of Music. See Cincinnati. University—College-Conservatory of Music
CITIZENS band radio
Emergency use
Better emergency services are near. I. Berger. Pop Electr 12:103-5 S '77
Equipment
Build 30-MHz CB frequency counter. G. Santi. il Radio-Electr 48:43-5+ S '77
Have more CB fun with these add-ons. A. R. Curtis. il Pop Mech 148:78-9 S '77
Testing
Hey, good buddy! CU rates CB radios. il Consumer Rep 42:562-7 O '77
Product test reports:
General Electric model 3-5825 AM/SSB CB transceiver. il Pop Electr 12:97-8 S '77
President Washington AM/SSB CB base station. il Pop Electr 12:84-5 Ag '77
Testing CB transceivers. R. J. Constantine. il Radio-Electr 48:51-3+ S '77
CITIZENS band radio on automobiles
CB radio, Detroit style. L. Buckwalter. il Mech Illus 73:40-1+ O '77
CITIZENS Committee for Broadcasting. See National Citizens Commission for Broadcasting
CITIZENS Communications Center. See Law partnership
CITIZENS State Bank, Carrizo Springs, Tex. See Banks and banking—Texas
CITY and country
City people are healthier than their country cousins; study by Leo Srole. S. Bush. Psychol Today 11:26+ Ag '77
CITY and town life
Comeback of the small town. R. Tunley. il Read Digest 111:143-7 O '77
CITY growth. See Cities and towns—Growth



301.24
To Toffler, Alvin*
Future shock. Random House 1970
505p bibl

1.Technology and civilization 2.Social change 3.Civilization, Modern I.Title

*READERS' GUIDE, NOV. 10, 1977, p. 56
Catalog Card 301.24 To

9. You would like to find a magazine article on the emergency use of citizens band radios. According to the sample page from the Readers' Guide to Periodical Literature, what magazine has an article on this topic?

   A. Popular Science
   B. Popular C.B.
   *C. Popular Electronics
   D. Popular Mechanics

10. The article, "The Emergency Use of Citizens Band Radios," can be found in what issue of the magazine you identified in the previous question?

   A. December 1977
   B. August 1978
   *C. September 1977
   D. June 1977

11. The title of the book listed on the catalog card is:

   A. Toffler, Alvin
   *B. Future Shock
   C. Random House
   D. Technology and Civilization

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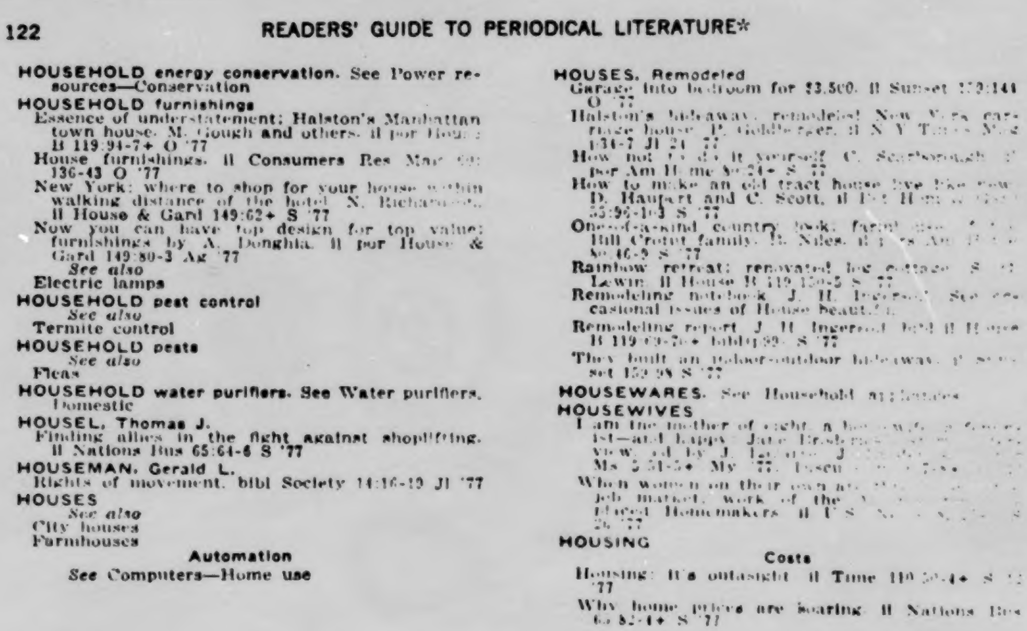
ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

1. Using the public library

Below you will find a sample page from The Readers' Guide to Periodical Literature and a sample card from the card catalog. Answer the questions which follow them:



122 READERS' GUIDE TO PERIODICAL LITERATURE*

HOUSEHOLD energy conservation. See Power resources—Conservation

HOUSEHOLD furnishings
Essence of understatement; Halston's Manhattan town house. M. Gough and others. il por House B 119:94-7+ O '77
House furnishings. il Consumers Res Mag 60:136-43 O '77
New York: where to shop for your house within walking distance of the hotel. N. Richardson. il House & Gard 149:62+ S '77
Now you can have top design for top value; furnishings by A. Donghia. il por House & Gard 149:80-3 Ag '77
See also
Electric lamps

HOUSEHOLD pest control
See also
Termite control

HOUSEHOLD pests
See also
Fleas

HOUSEHOLD water purifiers. See Water purifiers, Domestic

HOUSEL, Thomas J.
Finding allies in the fight against shoplifting. il Nations Bus 65:64-6 S '77

HOUSEMAN, Gerald L.
Rights of movement. bibl Society 14:16-19 Jl '77

HOUSES
See also
City houses
Farmhouses

Automation
See Computers—Home use

HOUSES. Remodeled
Garage into bedroom for $3,500. il Sunset [illegible]:141 O '77
Halston's hideaway; remodeled New York carriage house. P. Goldberger. il N Y Times Mag 134-7 Jl 24 '77
How not to do it yourself. C. Scarborough. il por Am Home 80:24+ S '77
How to make an old tract house live like new. D. Haupert and C. Scott. il [illegible] 53:96-103 S '77
One-of-a-kind country look; [illegible] Bill Crotet family. B. Niles. il [illegible] 80:46-9 S '77
Rainbow retreat; renovated log cottage. S. [illegible] Lewin. il House B 119:130-5 S '77
Remodeling notebook. J. H. Ingersoll. See occasional issues of House beautiful
Remodeling report. J. H. Ingersoll. [illegible] il House B 119:[illegible] S '77
They built an indoor-outdoor hideaway. il Sunset 159:98 S '77

HOUSEWARES. See Household appliances

HOUSEWIVES
I am the mother of eight, a housewife, [illegible]—and happy. Jane [illegible] view, ed. by J. [illegible] Ms 5:51-5+ My '77. [illegible]
When women on their own [illegible] job market; work of the [illegible] Displaced Homemakers. il U S [illegible] 26 '77

HOUSING

Costs
Housing: it's outasight. il Time 110:[illegible]-4+ S [illegible] '77
Why home prices are soaring. il Nations Bus 65:82-4+ S '77

POWER RESOURCES*

621.4
Ex

Exploring energy choices; a preliminary report of the Ford Foundation's Energy Policy Project. Ford Foundation 1974
141p.

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*READERS' GUIDE, NOV. 10, 1977, p. 122
Catalog Card 621.4 Ex

5. How many magazine articles are there in the sample page from The Readers' Guide to Periodical Literature on the topic of "Remodeled Houses"

   A. 3
   B. 6
   *C. 9
   D. 12

6. The magazine article on the topic of Housing titled "Housing, It's Outasight," can be found in what magazine?

   *A. Time
   B. Newsweek
   C. U.S. News and World Report
   D. Housing Weekly

7. The title of the book listed on the sample catalog card is:

   A. Power Resources
   B. Ford Foundation
   *C. Exploring Energy Choices
   D. 1974

8. Imagine that your assignment is to answer this question: "Will we be able to afford a single family home when we want one?" If you were to go to the library to begin your assignment, which of these sources would be the best for beginning your assignment?

   A. Encyclopedia
   B. Dictionary
   C. Book shelves
   *D. Readers' Guide to Periodical Literature

2. Using governmental agencies

---

1. Jill Johnson, who lives in Crystal, Minnesota, USA, wants to make her home more energy efficient by installing new windows, adding insulation, and putting on a new roof. Her neighbor says, "Hey, I think you need a building permit for some of that stuff." With which organization should Jill check to get necessary permits?

   A. Department of Housing and Urban Development, United States Government, Washington, D.C.
   B. Commerce Department, State of Minnesota Government, St. Paul, Minnesota
   *C. City of Crystal Office, Crystal, Minnesota
   D. Hennepin County Government Center, Minneapolis, Minnesota

2. Joe wants to find whether radial tires really allow a car to give better gasoline mileage than regular tires. He goes to the local library to look for results of mileage tests using different types of tires. Where should he look in the library?

   *A. Readers' Guide to Periodical Literature
   B. Encyclopedia
   C. Card catalog
   D. General reference shelf

3. A buyer wants to check gas mileage for several different new cars. He/she thinks the EPA mileage estimates aren't really accurate and wants to see actual results from cars tested by expert drivers. How should the new car customer go about finding this information?

   A. Use the yellow pages, call new car dealers, and ask the salesman.
   B. Look up mileage, gasoline, automobile in the dictionary.
   C. Skim newspaper headlines for articles about fuel consumption of new cars.
   *D. Use the Readers' Guide to Periodical Literature.

4. Jim is investigating the most economical way to heat the new home that he is building. Which of the following sources would give him the most help?

   A. Encyclopedia articles
   B. Newspaper stories
   C. Literature from the gas company
   *D. Books and magazines in the public library.

3. Using private organizations

---

1. Which organization would be least likely to make statements urging the public to use less gasoline and oil?

    A. A group made up of representatives of environmental and conservation organizations.
    B. Political leaders of nations who use more oil than they produce.
    C. An organization of solar power generator company executives.
    *D. A public information agency that receives its money from oil companies.

2. Which organization would be the best place to ask about a newly established business in a community?

    A. The U.S. Department of Commerce
    B. The Minnesota State Employment Service
    *C. The Chamber of Commerce
    D. The County Public Health Department

I. C. Students will be able to recognize the main idea and supporting data from multiple sources of information.

1. Using narrative sources of information

Please carefully read these paragraphs and then answer the questions which follow.

"Anyone who buys one of those huge gas eating cars has got to be crazy," said the man sitting across the table from me. For a moment, I couldn't believe my ears. I've heard that kind of talk before, but always from professional car-haters. This time, though, it was coming from one of the top executives in the oil-industry -- he doesn't want his name used for obvious reasons -- whose livelihood depends on selling lots of gasoline to power lots of cars. But he was dead serious, and he has lots of company.

In a couple of weeks of interviewing experts on energy in general and the oil industry in particular, I got nothing but predictions of desperately hard times ahead for American auto owners. You'd better get ready for trouble.

What kind of trouble? For one thing, higher prices -- and not just a few cents a gallon, either. Almost everyone in the industry thinks the price of gasoline is heading straight up. Before this decade is out, you could well be paying anywhere from 80 cents to one dollar a gallon for gas.

1. The best title for these three paragraphs would be:

   A. America Is Running Out
   B. Big Cars -- A Good Future
   *C. Big Cars Will Lead to High Fuel Costs
   D. New Sources of Energy

2. The main idea of paragraph number one is that:

   A. There is plenty of oil
   B. Small cars don't sell
   C. Oil executives drive big cars
   *D. Buy a car that gets good gas mileage

3. This article as a whole is about:

   A. The oil industry
   B. Profits that the oil companies will make as a result of higher gasoline prices
   C. The automobile industry
   *D. Big cars, poor gas mileage, and higher gasoline costs

1. Using narrative sources of information

Please carefully read these paragraphs and then answer the questions which follow.

The pattern of wealth and poverty in our world raises the following questions. Why does the average citizen of Kuwait have more than 100 times as much income as the average citizen of Niger or Sudan or Laos or Cambodia? Why are Western Europe and its cultural and political offshoots (the United States, Canada, Australia, and New Zealand) the wealthiest group of nations in the world? Why is the income of the average citizen of Japan more than 10 times that of the average in China? And why is the income of the average Chinese roughly twice that of the average citizen of India? These are typical of the questions that inevitably arise in the mind of anyone studying the uneven pattern of wealth, comfort, and poverty that exist in the world.

The unbelievable wealth of a few small countries is easily understood. Kuwait, the United Arab Emirates, and Qatar have altogether less than two million people, yet their vast oil deposits bring them in vast revenues annually. The oil reserves under Saudi Arabia are so vast that the nation of eight million could probably have the world's highest per capita income if it simply sought to pump out and sell as much each year as is physically possible.

4. A good title for the preceding two paragraphs would be:

   A. Oil Around the World
   B. West vs. East
   *C. Unequal Wealth Around the World
   D. Kuwait vs. Qatar

5. The main idea of the first paragraph is

   A. That oil is an important resource.
   B. That New Zealand is much like the United States.
   *C. The uneven pattern of wealth in the world and the questions that arise from it.
   D. That Japan and China compare favorably as to their goals and the incomes of their citizens.

6. The main idea of the second paragraph is that:

   *A. The wealth of some countries in the world can be explained by the richness of their oil deposits.
   B. Saudia Arabia has the most oil in the world.
   C. Oil is not the only measure of a nation's wealth.
   D. Oil is the best resource for a nation to have today.

1. Using narrative sources of information

Please carefully read these paragraphs and then answer the questions which follow.

It was a turnout worthy of Champions -- some 8,000 noisy fans waiting for hours at New York City's Kennedy Airport for the triumphant return of their team and their hero. Was it for the first place Yankees or Jets? No, it was for a team whose name is still strange to many Americans, but one that should become increasingly familiar: the Cosmos, newly crowned champions of the North American Soccer League. And above all it was for their star, Pele, the man who, more than anyone else has, in the space of a single season, turned soccer into a major sport in the U.S.

The Cosmos were returning from the West Coast, where before an S.R.O. crowd of 35,548 in Portland, Oregon, they had won the N.A.S.L. title by beating the Seattle Sounders, 2-1. The size of the crowd had been limited only by the capacity of the stadium; millions watched on television in the U.S. and around the world.

7. The best title for the two paragraphs would be:

   A. "Soccer and Pele Fade"
   B. "Soccer Loses Out to Baseball"
   C. "Portland Needs a Stadium"
   *D. "Soccer Is a Success"

8. The main idea of the first paragraph is:

   *A. New Yorkers show interest in soccer and Pele
   B. Yankees are the best
   C. 8,000 fans greet team
   D. Fans greet winning Jets

9. The main idea of the second paragraph is:

   *A. The Cosmos won the title as millions watched.
   B. The Portland stadium only seats 35,548.
   C. The score was 2-1.
   D. People watched on television.

2. Using charts and graphs

Using the chart provided below, answer the following questions:

MINNESOTA GAS CO. RATE SCHEDULE
Rates for natural gas consumed in one month by one customer at one location.

	1st 300cf* or less	service** charge	per 1000cf for next 3700cf	per 1000cf for next 26000cf	per 1000cf for excess	per 1000cf for 1st 100,000cf	per 1000cf of excess over 100,000cf
12/5/74	2.40		1.78	1.36	1.31 (over 770,000cf)		
3/11/76	2.43		1.88	1.46	1.41 (over 30,000cf)		
7/16/76	2.46		1.98	1.56	1.51 (over 30,000cf)		
1/10/77	2.51		2.23	1.81	1.76 (over 30,000cf)		
12/12/77	2.54		2.40	1.98	1.93 (over 30,000cf)		

Source: Minnesota Gas Company

* cf = cubic feet
** service charge = monthly charge for gas service

1. According to the above chart, natural gas rates in Minnesota since 1974 show:

   *A. An increase
   B. A decrease
   C. No change

2. After July of 1976, the rate for the first 300 cubic feet of gas used was:

   *A. $2.46
   B. $1.98
   C. $1.56
   D. $1.51

3. The charge for natural gas in September of 1975 for the first 300 cubic feet used was probably:

   A. $1.31
   B. $1.36
   C. $1.78
   *D. $2.40

4. The rate for heavy users from 1974-1977 has been:

   A. Higher than for low users
   B. About the same
   *C. Less than for low users
   D. Can't tell from the chart

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2. Using charts and graphs

Using the chart provided below, answer the following questions:

AVERAGE MONTHLY ELECTRICITY COSTS FOR HOME ENTERTAINMENT APPLIANCES -- 1978

	Average Wattage	Average Hours of Use Per Month	Average KWH Per Month	(Oct.-May) Average Cost Per Month at 4½¢ Per KWH	(June-Sept.) Average Cost Per Month at 5¢ Per KWH
Radio	71	101	7	.32	.35
Stereo	109	83	9	.41	.45
Television—Black and White (Tube Type, 160-watt)	160	182	29	1.31	1.45
Television—Black and White (Solid State, 55-watt)	55	182	10	.45	.50
Television, Color (Tube Type, 300-watt)	300	183	55	2.48	2.75
Television, Color (Solid State, 200-watt)	200	183	37	1.67	1.85

(TV sets with instant-on features, add $1.00 per month.)

*Higher cost due to high summer demand for electricity.

1. According to this chart if you had a black and white tube type TV set, had it turned on an average of 182 hours a month in May, it would cost:

   *A. $1.31 a month
   B. $1.45 a month
   C. $1.67
   D. $1.85

2. If you were concerned about the monthly cost of electricity, the best television for your use would be:

   A. Tube type black and white
   *B. Solid State black and white
   C. Tube type color
   D. Solid State color

3. If you played a stereo for 83 hours a month, the electricity cost in August would be:

   A. $ .41
   *B. $ .45
   C. $ .90
   D. $1.66

2. Using charts and graphs

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AVERAGE MONTHLY ELECTRICITY COSTS OF MODERATE USER -- 1977

	(Oct.-May) Average Cost Per Month at 4½¢ Per KWH	(June-Sept.) Average Cost Per Month at 5¢ Per KWH
Laundry		
Clothes Dryer – Gas (electric usage only)	.23	.25
Iron	.54	.60
Washer – Automatic	.41	.45
Cooking & Refrigeration		
Fry Pan	.72	.80
Oven, Microwave	.90	1.00
Blender	.04	.05
Coffee Maker ("New" Drip Type – 2 pots per day)	1.35	1.50
Dishwasher	1.35	1.50
Toaster	.14	.15
Crockery Cooker	.54	.60
Refrigerator-Freezer (Partial Frostfree, 14 cubic feet)	5.54	6.15
Freezer (Chest Type) 15 cubic feet	4.50	5.00
Home Entertainment		
Radio	.32	.35
Stereo	.41	.45
Television, B/W Tube Type 160 watt	.45	.50
Television, Color, Solid State	1.67	1.85
Miscellaneous		
Three Clocks	.12	.15
Vacuum Cleaner	.18	.20
Dehumidifier (360 hours/month at 2¢ per hour)	–	7.20
Furnace Fan (360 hours/month at 3¢ per hour)	10.80	–
Humidifier (360 hours/month at ½¢ per hour)	1.80	–
Room Air Conditioner (EER 6, 180 hours/month)	–	11.70
Lights – 6 room living area	2.50	2.50
Monthly Total	**$34.51**	**$42.95**

*Higher cost due to high summer demands for electricity.

1. The chart above shows total monthly costs for electricity are highest in the:

   A. Winter
   B. Spring
   *C. Summer
   D. Fall

2. According to this chart, the heaviest user of electricity in November in the average home is:

   A. Dehumidifier
   *B. Furnace fan
   C. Refrigerator-freezer
   D. Freezer

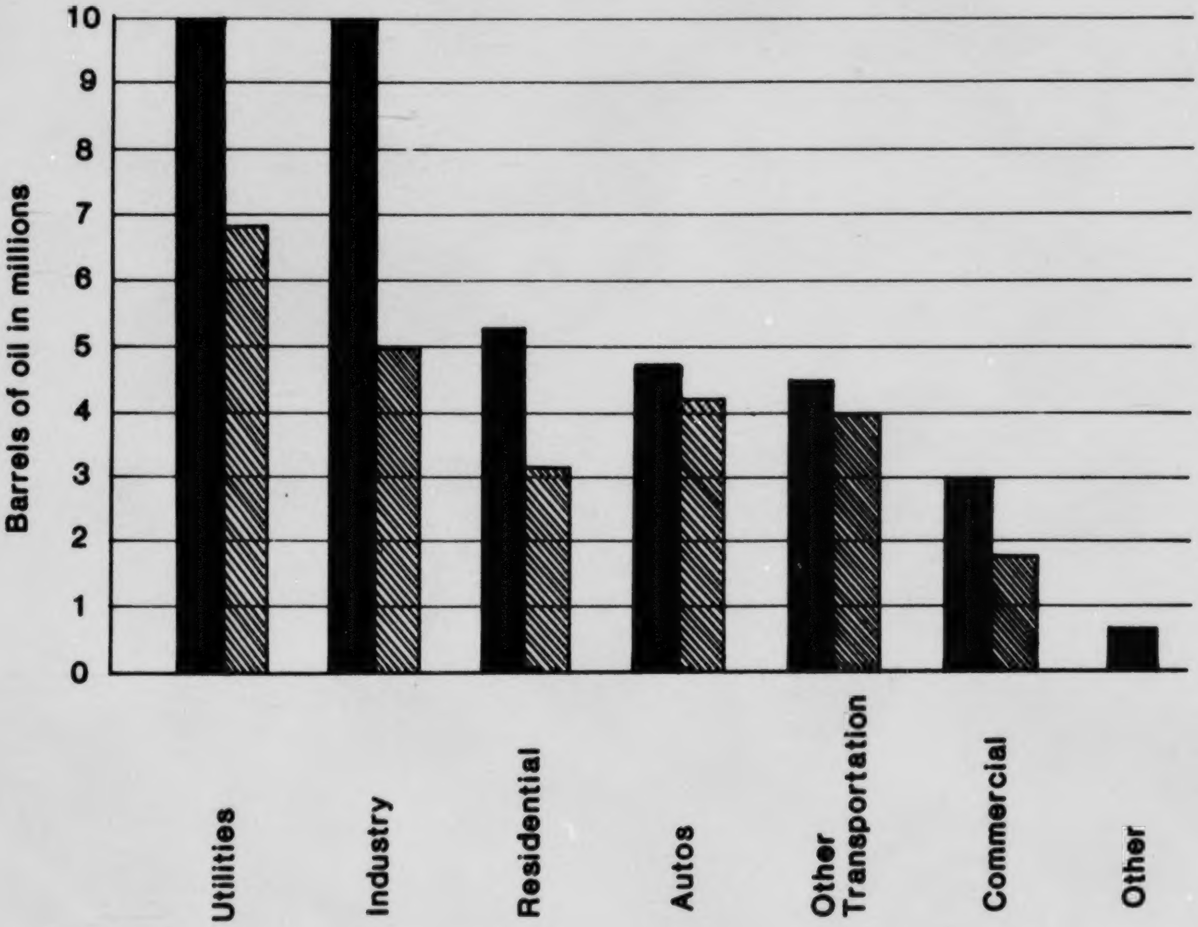
3. In the category of cooking and refrigeration, the most expensive appliance to operate in the average home in August is:

   A. Coffeemaker
   B. Dishwasher
   *C. Refrigerator-freezer
   D. Freezer

2. Using charts and graphs

Use the graph provided below to answer the following questions:

ENERGY CONSUMPTION & LOSS IN U.S. PER DAY IN 1976 *



■ Amount consumed per day

▨ Amount lost per day
About ½ is considered waste

* Total consumption = 38.3 million barrels of oil per day

Source: Brookhaven National Laboratory, 1977

1. **The consumption of oil by utilities and industry together per day in 1976 was:**

   A. 10 million barrels
   ***B. 20 million barrels**
   C. 38.3 million barrels
   D. 20 billion barrels

2. **The energy user which shows the least** percentage loss compared to the amount of oil used is:

   A. **Commercial**
   B. **Autos**
   C. **Residential**
   *D. **Industry**

3. **The most** percentage loss in oil consumption compared to amount used is in:

   *A. **Automobiles**
   B. **Industry**
   C. **Commercial**
   D. **Utilities**

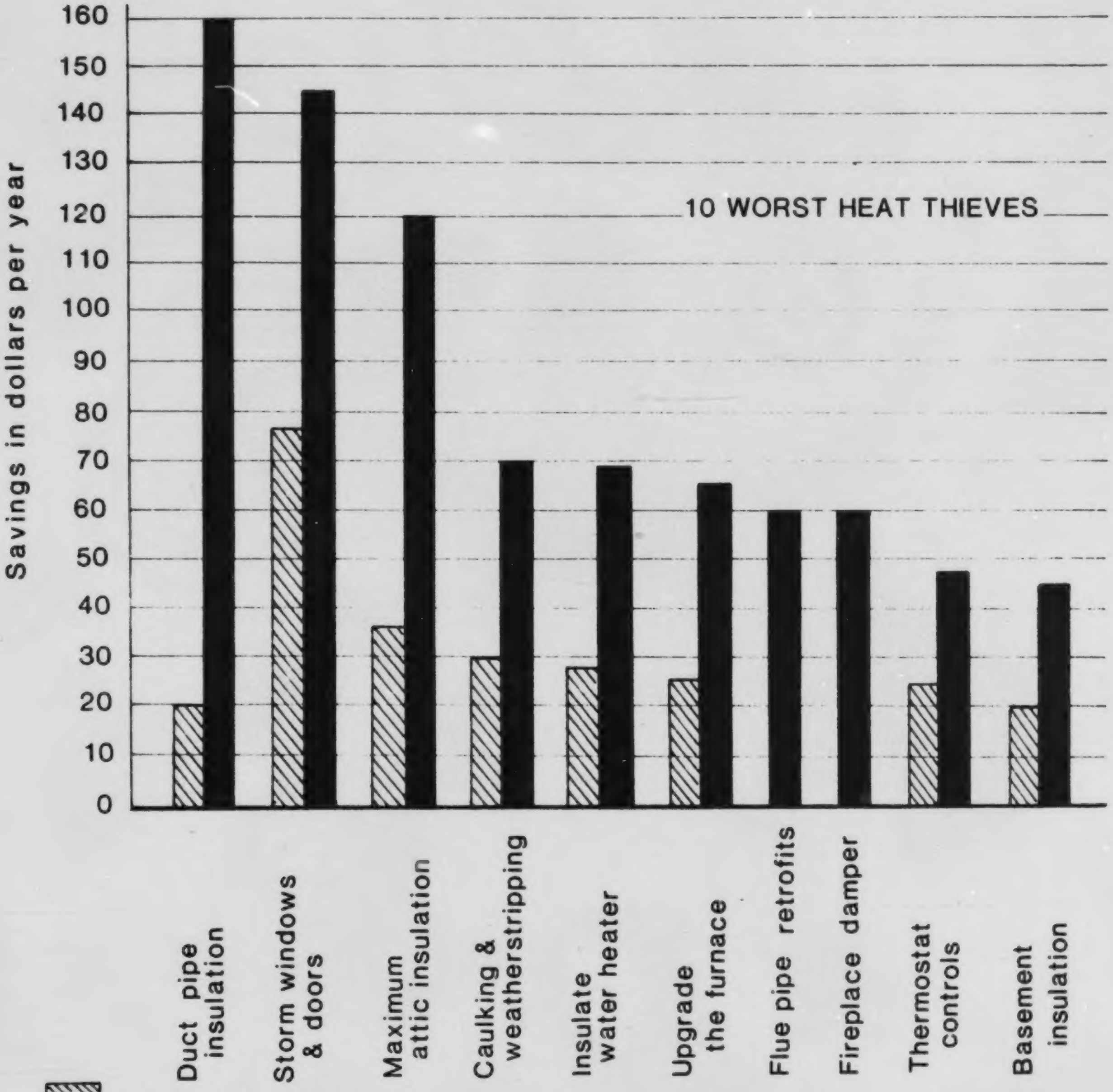
4. **The two users which are closest in both consumption and loss are:**

   A. **Utilities and industry.**
   *B. **Autos and other transportation.**
   C. **Residential and autos.**
   D. **Industry and autos.**

2. Using charts and graphs

Using the graph provided below, answer the following questions.

HOW TO SAVE DOLLARS IN HEATING COSTS ON AN AVERAGE HOUSE*



▨ = Minimum savings

■ = Maximum savings

* 1750 square foot house in a northern state

Source: Popular Mechanics, October 1976

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

1. This bar graph tells you how much money you could save in heating costs:

   A. Monthly
   B. Weekly
   *C. Yearly
   D. In a decade

2. The graph gives you minimum to maximum savings for the most common heat losses. If you had already taken care of duct/pipe insulation, the largest savings could be in:

   A. Duct/pipe insulation
   B. Upgrading the furnace
   *C. Storm windows and doors
   D. Basement insulation

3. The least amount of savings you could make might be in:

   *A. Thermostat controls
   B. Upgrading the furnace
   C. Duct/pipe insulation
   D. Fireplace dampers

4. If you insulated both the water heater and the basement, you could save as much as:

   A. $45
   B. $50
   C. $70
   *D. $115

5. You could save at least what amount by caulking and weatherstripping?

   *A. $30
   B. $40
   C. $69
   D. $100

6. The difference between the least and the most you could save by insulating your water heater is about:

   A. $28
   *B. $40
   C. $69
   D. $100

7. The worst heat thief in the average home is:

   A. Inadequate attic insulation
   B. Basement insulation
   *C. Storm windows and doors
   D. Thermostat controls

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8. How much could you possibly save in two years by insulating your water heater?

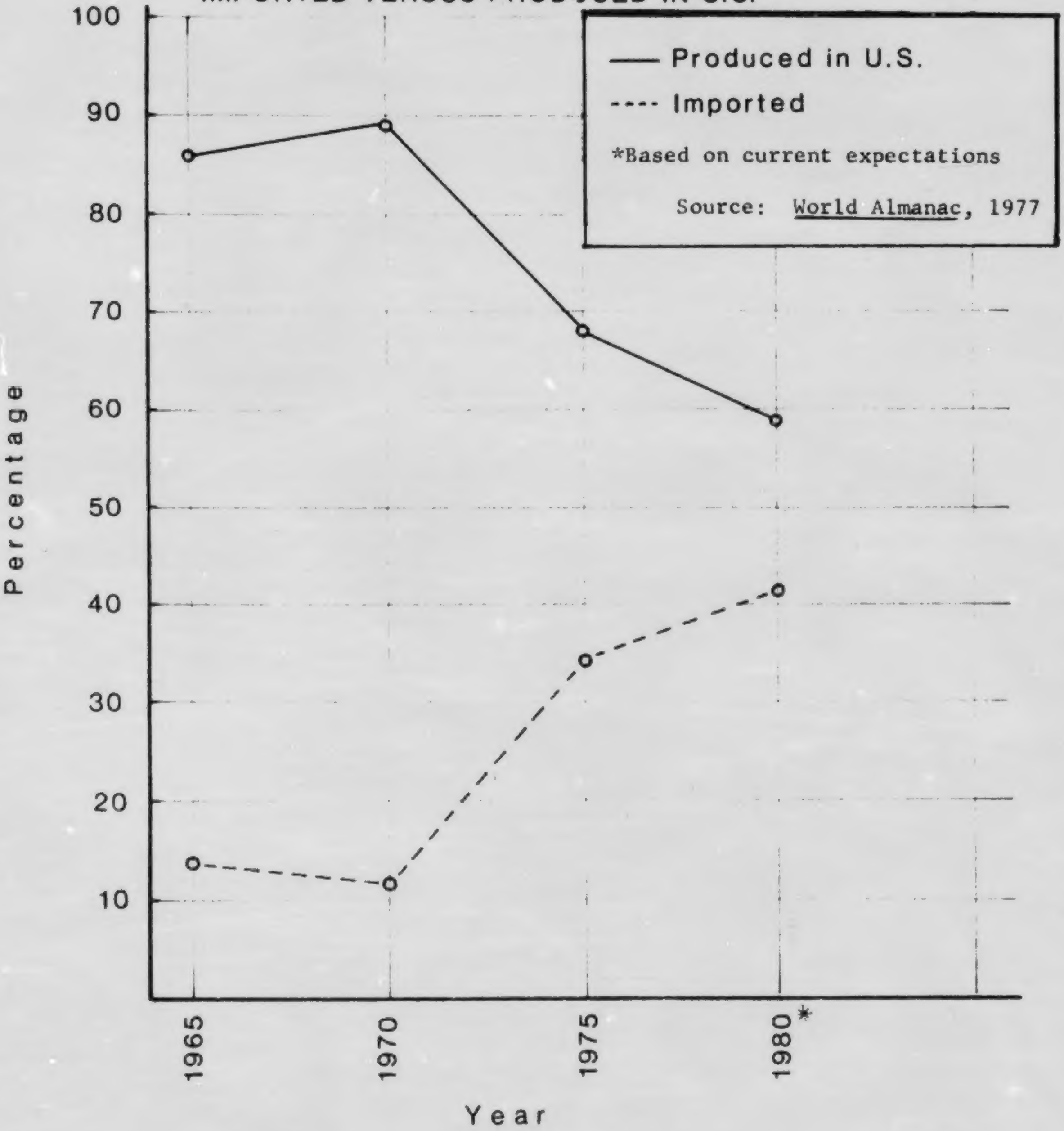
A. $28
B. $70
C. $98
*D. $138

2. Using charts and graphs

Using the graph provided below, answer the following questions.

CRUDE OIL USAGE IN U.S.

IMPORTED VERSUS PRODUCED IN U.S.*



*Based on current expectations

Source: World Almanac, 1977

1. In studying this line graph, one could conclude that:

   *A. The U.S. is becoming more dependent on oil imports.
   B. The U.S. is becoming more dependent on oil produced in the U.S.
   C. Oil use in the U.S. has steadily declined.
   D. Can't determine from the graph.

2. Given the data in this graph, one could infer that in the year 2000 the amount of oil produced in the U.S. and the amount of oil imported would:

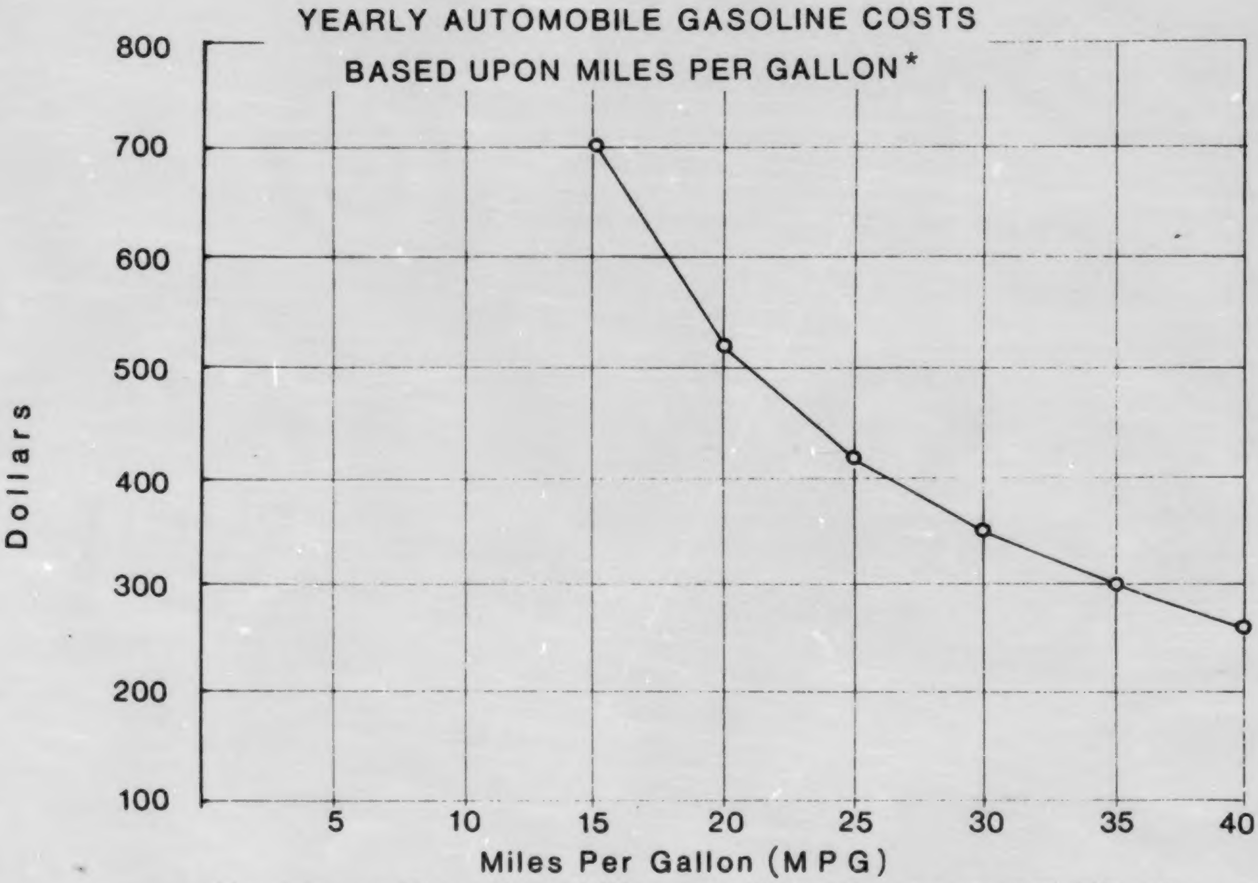
   *A. Become even closer
   B. Grow further apart.
   C. Stay the same.
   D. Can't determine from this graph.

3. The percentage of oil imported by the U.S. between 1970 and 1975:

   A. Decreased sharply.
   B. Stayed the same.
   *C. Increased sharply.
   D. Can't determine from this graph.

4. The percentage of oil produced by U.S. production in 1970 was closest to which figure?

   A. 100%
   *B. 88%
   C. 12%
   D. 35%



*Assumes gasoline price of 70¢ per gallon and average of 15,000 miles per year. Source: World Almanac, 1977

1. According to this graph, how much would it cost to run a car that gets 35 miles per gallon?

   A. $525 a year
   B. $400 a year
   *C. $300 a year
   D. $260 a year

2. What would be the difference in gasoline costs between a car that gets 15 mpg and a car that gets 35 mpg?

   A. $100 a year
   B. $200 a year
   C. $300 a year
   *D. $400 a year

TEST ITEM BANK

II. EVALUATING INFORMATION

II. Students will be able to evaluate sources of information.

A. Students will be able to identify bias in public policy and personal consumer materials.

1. Identifying bias in public policy materials.

Following is a list of statements concerning energy problems. In some statements the authors were attempting to persuade the reader and reveal a strong emotional bias. In other statements the authors were attempting to be reasonably objective and to inform the reader. Practice in distinguishing between the biased and the more thoughtful statements will develop your ability to critically analyze what others say and their motives. Place an A next to the statements which rely on emotional bias or place a B next to the more thoughtful statements.

A = Emotional bias
B = Thoughtful

B 1. As the United States imports increasingly large quantities of foreign oil, America's economic system can be affected by the decisions of oil producing nations.

A 2. One lesson is clear, the environmentalists are out to stop progress.

B 3. Our energy reserves are being depleted at a rate which will likely cause additional scarcity problems in the future.

A 4. We will discover abundant new sources of energy if we only support solar power.

B 5. The high cost of building nuclear power plants makes it an expensive source of future energy relative to the cost of coal.

A 6. The United States economic system is at the mercy of greedy oil producing nations who can raise and lower oil prices at their slightest whim.

A 7. This country has always solved its problems, so we should not be intimidated by a group of upstart oil producing countries.

B 8. After the start of the Industrial Revolution in 1698, the need for energy rose rapidly and has continued to do so.

B 9. It is difficult to understand the concerns of the Minnesota power line protesters from TV accounts which show only their confrontations with NSP surveyors and the highway patrol.

A 10. Insincere and profit-motivated oil companies are working together to manipulate the public on the energy issue.

A 11. Every American citizen is a pawn to the OPEC countries which control the majority of the world's oil.

A 12. The gas-guzzling automobile is the biggest waster of energy in the United States.

A 13. Oil companies preach conservation and rising costs but their real message is rising profits.

B 14. No technologically advanced nation can provide economic security for its people without cooperation with other nations.

B 15. Many people have doubts about the American democracy's ability to solve complex problems such as the energy crisis.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Identifying bias in personal economics materials

Read the following pairs of product advertisements. Select the description which is most biased. (Remember, a biased statement is very slanted and opinionated.)

1. ___ A Bruce Jenner ate Wheaties and became an Olympic decathlon champion.
   X B Wheaties are an important part of a balanced breakfast.

2. X A For the look of a beautiful complexion today and the protection skin needs for a beautiful tomorrow.
   ___ B Silky makeup is only 12% color and cover with 88% protective moisturizer.

3. ___ A Nerts breath mint gives your mouth a fresh taste for up to 30 minutes.
   X B Use Nerts breath mint and people will want to meet you.

4. X A You and your family are invited to sample the most readable, the most understandable encyclopedia ever created.
   ___ B More than an encyclopedia, it is a 30 Volume Ready Reference, Knowledge in Depth and Outline of Knowledge.

5. X A Save money in the cost of heating with an Amana cooling/heating system.
   ___ B The Amana air conditioner eliminates up-the-chimney heat loss common in conventional furnaces.

Read the following pairs of product advertisements. Select the description which is most biased. (Remember, a biased statement is very slanted and opinionated.)

1. X A The W.V.'s Kangaroo is one very good idea ahead of its time.
   ___ B The W.V.'s Kangaroo is small, light, roomy, and fast.

2. X A The crisp, clean error-free appearance of Correcto typed correspondence is something every executive wants.
   ___ B Correcto features a Correcting Key that literally lifts typing errors off the page.

3. ___ A Twenty minutes of planned exercise a day with Iron Bicep Builder will turn fat into muscle.
   X B Your body can look like Mr. America's when you use the Iron Bicep Builder.

4. X A Calcupen is so unbelievable that unless you hold it, touch it, and use it, it almost seems like a gadget from a Buck Rogers movie.
   ___ B Calcupen is a precision-crafted writing instrument with a full five function electronic calculator mounted in its barrel.

5. X A Minolta, more camera for your money.
   ___ B There's an electronic Minolta reflex to meet your needs.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Identifying bias in personal economics materials

Biased statements contain opinions which are supported by few facts. Advertising statements are often biased and are used to persuade potential consumers to purchase a good or service. Advertising often contains both factual statements about a product and statements designed to make a product seem attractive without giving the consumer any information.

Read the following pairs of product advertisements. Select the description which is the most biased. (Remember, a biased statement is very slanted and opinionated.)

1. _X_ A The writing crackles like a crisp dollar bill, the graphics sparkle like a new penny.
___ B Issues gives scores of ideas on how to make, save, stretch, budget, and enjoy money.

2. _X_ A Disinfecto doesn't give germs a chance.
___ B Disenfecto kills mildew on contact.

3. _X_ A Floral gives me the taste I want from a cigarette with less tar.
___ B At 13 mg. tar, Floral gives you the smoking pleasure of higher tar brands.

4. _X_ A More importantly, we're the people of Mavis, trying harder and caring more.
___ B We're the Mavis System, renting all makes and sizes of automobiles to meet your needs.

5. _X_ A Luxury is built in, not tacked on.
___ B Numerous automotive journals have pronounced our automobile is "among the most comfortable in the world."

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Identifying bias in personal consumer materials

Read each of the following groups of three statements. Select the one that would provide you with the most ACCURATE (correct) and RELIABLE (least biased) information regarding the cost for electricity between a "frost free" refrigerator and a regular refrigerator.

1. X A A home economist for Northern States Power Company.
___ B A salesperson for the Zippy Frost Free refrigerator.
___ C An advertisement for the regular Zippy refrigerator in Better Homes and Gardens magazine.

2. ___ A A friend who has a Zippy Frost Free refrigerator.
X B A textbook used in a home economics course in school.
___ C A Dayton's serviceperson who repairs many makes of refrigerators.

3. ___ A A part-time clerk in the Dayton's housewares section.
___ B A full-time salesperson at Sears.
X C Label information on the Zippy Frost Free and the Zippy Regular refrigerators.

4. ___ A An advertisement in Electronic Age magazine comparing the Zippy refrigerators with Private Electric refrigerators.
___ B Your mother who owns a Zippy Regular refrigerator.
X C An article in Consumer Reports magazine comparing the costs of "frost-free" and regular refrigerators.

Read each of the following groups of three statements. Select the one that would provide you with the most ACCURATE (correct) and RELIABLE (least biased) information regarding the insulating qualities of foam and blown insulation.

1. ___ A Salesperson for Ajax foam insulation.
___ B Salesperson for Blix blown insulation.
X C Salesperson at Knox Lumber who sells both Ajax foam and Blix blown ininsulation.

2. ___ A Next door neighbor who installed Blix Blown insulation in his home.
___ B Neighbor who works at the Ajax foam insulation factory.
X C Neighbor who teaches house building at North Hennepin Technical School.

3. ___ A Father-in-law who builds houses.
___ B Builder who has used Blix blown insulation for three years in all the houses he builds.
X C Builder who has won the $-Saver award three years in a row from the Minnesotans Concerned with High Energy Costs.

4. X A Label on Blix blown insulation bag.
___ B Advertisement for Ajax foam insulation in Popular Science magazine.
___ C Rod Carew recommending Blix blown insulation on television.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

II. B. Students will be able to distinguish between statements of fact and opinion in both public policy statements and personal consumer statements.

1. Distinguishing between statements of fact and opinion in public policy statements.

Often statements are made by public officials, interest groups, and citizens that are presented as fact when they are really the author's personal opinions. It is essential that the student-citizen be able to distinguish statements of fact (those statements which can be proven or disproven from statements of opinion (those statements that are personal views and which can't be proven or disproven).

In the list which follows, indicate which statements are of fact (A) and which statements are of opinion (B).

A = Fact, statements which can be proven or disproven
B = Opinion, statements which are personal views

B 1. Citizens who drive over 55 mph are bad Americans.

A 2. Energy demands are growing in the United States and in other parts of the world.

A 3. Our supply of petroleum in the United States will be used up someday.

B 4. The Democratic party has done more to solve the energy crisis than the Republican party.

B 5. Energy policy should be developed by politicians and scientists, not by business people.

A 6. Minnesota must rely on other parts of the nation for almost all our energy supplies.

A 7. The energy crisis is a problem of great economic impact in the United States

B 8. The energy crisis has made the world a worse place to live.

B 9. The oil companies are charging too much for gasoline to increase their profits.

A 10. Nuclear power plants are seen as potential threats to people who live in the immediate area.

B 11. The United States could be justified in going to war if oil producing nations threaten our economic stability.

A 12. A few Americans would like to see the United States military take over some Arab oil producing countries.

B 13. Tax incentives should be granted to oil companies who explore for new oil reserves.

A 14. Scientific research can result in the discovery of new sources of energy.

A 15. America imports more oil today than at any time in its history.

A 16. The last three American presidents have publicly urged Congress to pass energy legislation.

B 17. The energy crisis is the most important problem in the United States today.

B 18. A strict national energy conservation policy would solve the energy crisis until new sources can be developed.

A 19. Some scientists believe that it is inevitable that we will run out of oil and natural gas in the next 10 years.

A 20. Solar, nuclear, geothermal, wind, and hydroelectric power are alternative sources of energy now produced by oil.

B 21. The best sources of energy are the least expensive sources of energy.

A 22. There have been no major accidents or deaths directly attributable to the 60 largest U.S. nuclear power plants.

A 23. The United States has not developed solar energy to its fullest.

B 24. We may have to fight a war with the Arabian countries if they keep raising the price of crude oil.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Distinguishing between statements of fact and opinion in personal consumer statements.

In the list that follows, indicate which statements are of fact (A) and which statements are of opinion (B) by placing the proper letter in the space provided.

B 1. If your boys get as dirty as my boys, you should use Tide.

A 2. Actual mileage may vary according to where and how you drive.

A 3. Since I began using your product, I have not had cracked bleeding knuckles.

B 4. It's never too early for a child to discover the magic of make-believe.

B 5. You'll find the new size convenient and economical.

A 6. Provides 25 percent of eight important nutrients your children need every day.

B 7. Discounts up to 40 percent make this the best offer available.

A 8. Doctors recommend aspirin two to one over any other pain reliever.

B 9. You don't buy insurance for yourself. You get it for her.

B 10. Crazy Cow: a tasty, nutritious cereal your kids will eat.

A 11. Pressed powder with sealed-in beads of moisture.

A 12. 66 percent more Scope than our 24-ounce Super Size.

A 13. You measure each child's dose by weight, not by age.

B 14. With a beautiful, rich lather that leaves hair breathtakingly fresh.

B 15. Never before has there been a low "tar" menthol like this one.

II. C. Students will be able to differentiate between relevant and irrelevant information in public policy and consumer materials.

1. Differentiates between relevant and irrelevant in public policy materials.

A question is given at the start of each section below. Following the question are general statements. You are to determine whether or not the general statements are relevant (A) or irrelevant (B) in proving or disproving the questions.

A = Relevant -- The information will help answer the question.
B = Not Relevant -- The information will not help answer the question.

I. Should a high voltage power line be built by NSP through farmland in central Minnesota?

B 1. Dividends to NSP stockholders have been relatively stable over the last 10 years.

A 2. Other sections of the country have built high voltage power lines without apparent health hazards.

B 3. Farmers in central Minnesota are predominantly third to fifth generation farmers.

II. Will atomic power change American ways of living?

A 1. There are many scientists studying the application of nuclear power for peaceful consumer uses.

B 2. Atomic energy was first imagined by scientists hundreds of years ago.

B 3. California is the location of much atomic research.

III. Will the United States develop new sources of energy before we run out of oil and natural gas?

B 1. Twenty-five years ago the United States imported very little foreign oil.

A 2. Energy from breeder reactors and solar thermal reactors will not be commercially available until almost 1995.

B 3. Saudia Arabia is the world's largest exporter of oil to the United States.

IV. Have most Americans ignored the energy crisis?

A 1. Speed limits of 55 mph are largely ignored by motorists.

A 2. New car sales in the United States have shifted toward smaller models.

B 3. The cost of the average American new home has risen about 10 percent a year for the last five years.

2. Differentiates between relevant and irrelevant information in personal consumer materials.

Styling, sound quality, volume, reliability, and purchase price are often considered by consumers when buying a stereo system. The following six statements are taken from an advertisement for the Simplex stereo. If the statement gives relevant information on the stereo's sound quality, mark A. If the statement is not relevant, mark B.

A = Relevant -- Information that is important when determining a stereo's sound quality.
B = Not Relevant -- Information that does not relate to the stereo's sound quality.

B 1. The Simplex system can punch out 12 watts of RMS power through each speaker.

A 2. Modern design engineering has eliminated speaker vibration at both the high and low range of sounds.

A 3. The Simplex limits shrilly distortion to only 0.8 percent of total sound.

B 4. The Simplex is component stereo without components.

A 5. Famous band leader Rock Moninoff says that the Simplex's sound distortion ratio is one of the lowest available to the consumer.

B 6. The Simplex has beautifully styled cabinetry.

2. Differentiates between relevant and irrelevant information in personal consumer materials.

Styling, handling, purchase price, and operational costs are often considered by consumers when buying an automobile. The following six statements are taken from an advertisement for the AB Smidget automobile.

If a statement gives relevant information on the car's operational costs, mark A. If the statement is not relevant, mark B.

A = Relevant -- Information that is important when determining the automobile's operational costs.
B = Not Relevant -- Information that does not relate to the automobile's operational costs.

B 1. The AB Smidget has precise rack and pinion steering.

B 2. The world famous driver, Fuzz Buster, says that the AB Smidget is a real, live, fully equipped sports car.

A 3. The AB Smidget has an efficient 1500 cc engine.

B 4. The AB Smidget has clean lines.

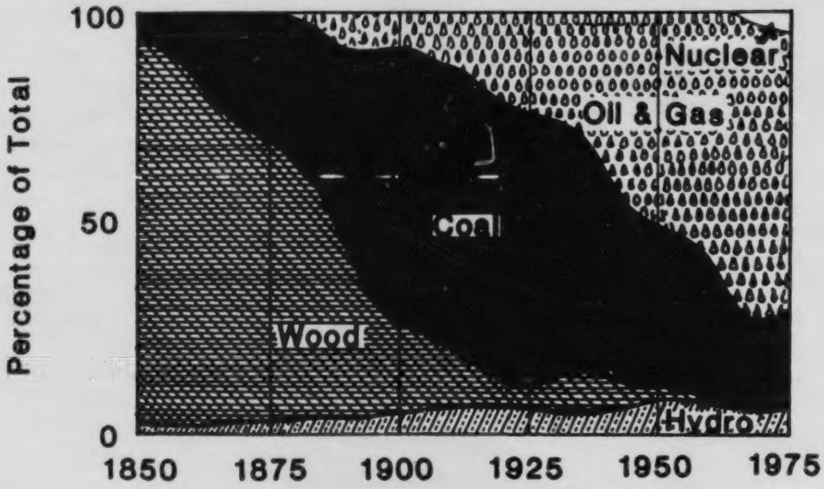
A 5. Famous mechanic, Monkey Wrench, states that the car has very low running costs.

A 6. The EPA estimates that the AB Smidget gets 34 MPG on the highway.

II. D. Students will be able to obtain information and draw inferences from graphs.

In the graph below, the U.S. Energy Mix is shown for the years 1850-1975. Following the graph is a series of statements. If the statement is true, mark A; if false, mark B. If the statement cannot be marked true or false based on the information shown on the graph, mark C.

HISTORICAL U.S. ENERGY MIX



A = True
B = False
C = Impossible to determine from the information given

C 1. The increased use of nuclear power will solve the energy problem.

A 2. Oil and natural gas accounted for about 50 percent of the nation's energy needs in 1950.

C 3. By 1985 coal will be more important than natural gas as a source of energy.

C 4. The United States relies increasingly on the imports of foreign oil.

A 5. There was a steady increase in the use of oil and natural gas from 1875 to 1965.

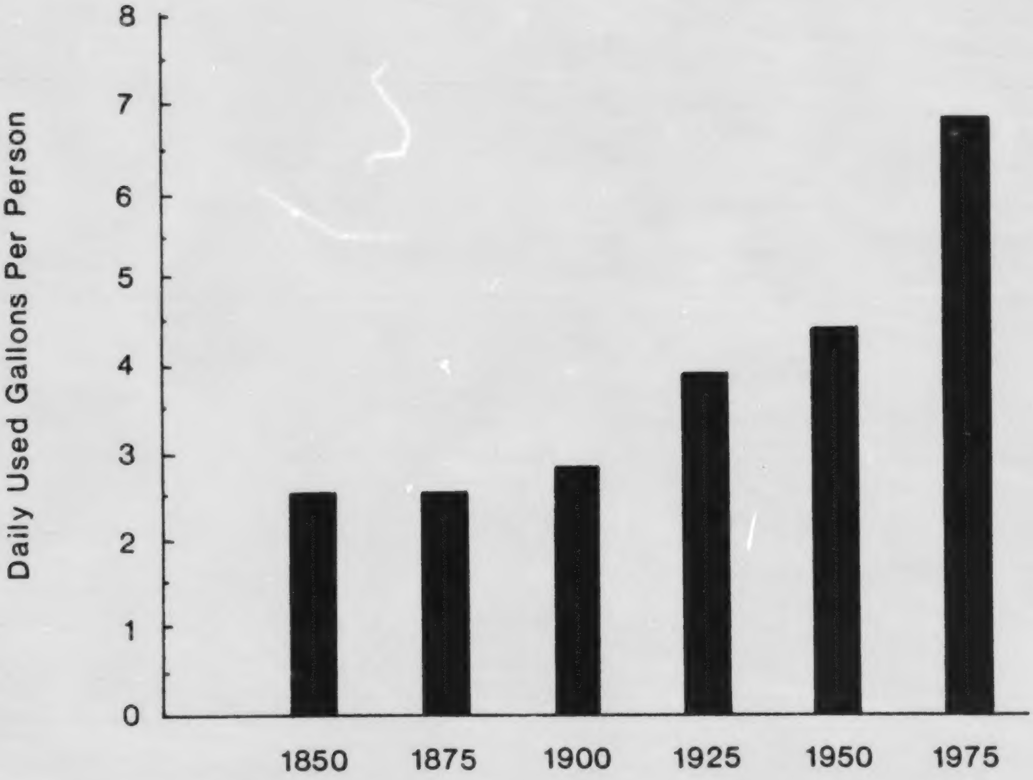
B 6. In 1875 coal accounted for 60 percent of the nation's energy needs.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

On the following graphs, you are shown the total U.S. energy consumption and the daily gallons used per person for the years 1850-1975. Based on the information given in these graphs, mark the following statements. Use A if the statement is true, B if the statement is false. If the graphs do not give you sufficient information to mark the statement true or false, mark C.

HISTORICAL U.S. ENERGY CONSUMPTION

(in oil equivalent units)

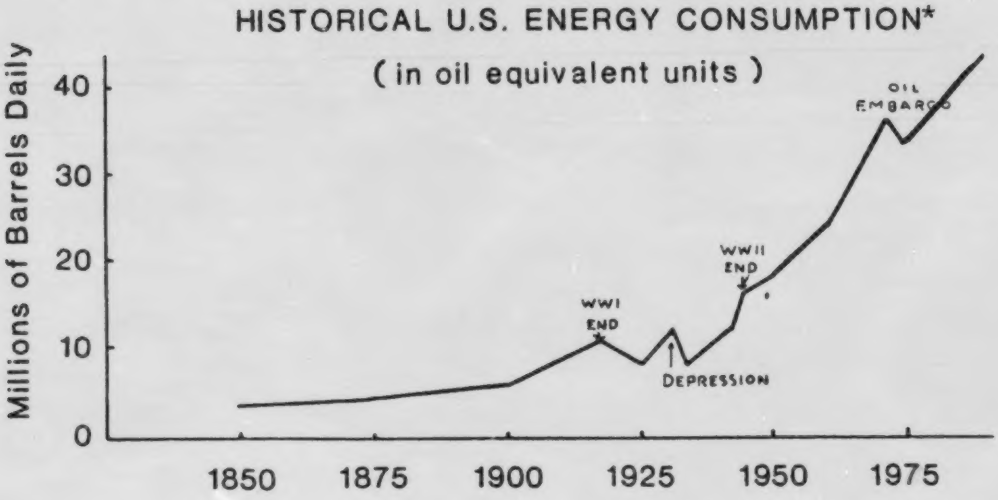


A = True
B = False
C = Impossible to determine from information given.

A 1. Per person energy consumption has more than doubled in the last 100 years.

C 2. Americans wasted more energy per person in 1925 than in 1975.

A 3. The greatest percentage increase in per person energy consumption occurred during the 25-year period between 1950 and 1975.


HISTORICAL U.S. ENERGY CONSUMPTION*

(in oil equivalent units)

From "Our Energy Problems and Solutions,"
Energy Conservation Research

A 4. The U.S. energy consumption rose only slightly between 1850 and 1900.

A 5. The end of WWI and the oil embargo of 1974-75 both resulted in only temporary reductions in energy consumption.

B 6. Energy consumption more than doubled between 1875 and 1975.

TEST ITEM BANK

III. TIME AND PLACE SKILLS

III. Students will be able to use needed time and place skills.

A. Students will be able to use key time vocabulary words correctly, put historical events in chronological order, and use time concepts in every-day life situations.

1. Students will be able to use key time vocabulary words correctly.

In the following set of items, you are to choose the most correct answer.

1. A decade is equal to:

A 5 years
*B 10 years
C 20 years
D 30 years

2. A generation is equal to approximately:

A 10 years
B 20 years
*C 30 years
D 40 years

3. A century is equal to:

A 10 years
B 50 years
*C 100 years
D 1000 years

4. Which of the following time spans is longest?

A 2000 BC to 1800 BC
*B 150 BC to 100 AD
C 100 BC to 70 AD
D 1000 AD to 1150 AD

5. Which of the following time spans is longest?

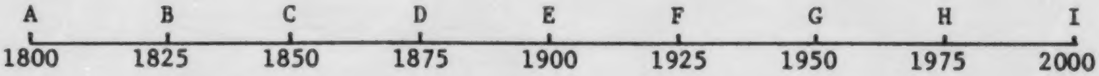
A 2500 BC to 2000 BC
B 1400 AD to 1800 AD
*C 350 BC to 200 AD
D 100 BC to 350 AD

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Students will be able to put key historical events in chronological order.

In the following exercise, you are to assign letters from the timeline to match closest year of numbered events.

UNITED STATES TIMELINE



G 1. Inexpensive plastics manufactured in 1956.

A 2. Fulton's steamboat made its first successful trip up the Hudson River in 1807.

H 3. 1 Trillion KWH electricity used in U.S., 1963.

C 4. First gas stove, 1858.

E 5. One fourth of all U.S. petroleum still burned as crude oil without refining, 1909.

D 6. Steam equals water wheels as a source of power source for industry, 1868.

E 7. First internal combustion tractor, 1896.

D 8. Skyscraper built of iron, brick, and stone in Chicago, 1871.

G 9. Gasoline and fuel oil rationing began, 1942.

H 10. Mideast nations' oil embargo, 1973, spurs Project Independence.

Choose the correct response:

11. Most people traveling by ship in 1800 would be in a(n):

A Steam powered vessel
B Oil burning vessel
*C Sailing ship
D Nuclear powered ship

12. Farmers were not using tractors before:

*A 1890's
B 1910's
C 1920's
D 1940's

13. Steam power overtakes water wheels as a power source after the:

A 1830's
B 1840's
C 1850's
*D 1860's

14. Most people were probably cooking their meals on wood stoves in the

*A 1860's
B 1920's
C 1930's
D 1940's

15. Plastics made from petroleum products were not part of the everyday American's products until the:

A 1920's
B 1930's
C 1940's
*D 1950's

3. Students will be able to use time concepts in everyday life situations.

Directions: A bus schedule is included in this exercise; Fifth or Sixth and Hennepin is considered downtown. Read across the schedule.

1. You begin working before 7 a.m. downtown. What time can you catch a bus from Crystal Ctr and be on time for work? A 6:08, B 5:01, C 6:44, *D 6:15

2. You finish work at 4 p.m. downtown. What is the earliest time you are able to catch a bus for Crystal Ctr? *A 4:07, B 4:15, C 4:02, D 4:12

3. You went downtown but couldn't find what you needed so you decided to go to Brookdale instead at 11 a.m. What is the earliest bus you could catch for Brookdale after that hour? A 11:01, *B 11:10, C 11:23, D 2:26

4. You have to be home, 42nd and Douglas, from downtown before 10 p.m. What is the latest you could leave and still make it? A 9:45, B 9:44, C 8:20, *D 9:20

5. If you finish supper around 6 p.m., what is the earliest you can leave from 42nd and Douglas for downtown? A 6:05, B 6:57, C 6:03, *D 6:37

6. The latest bus going downtown from Crystal Ctr would be A 9:44, *B 10:09, C 10:00, D 6:33

Bus Schedule

→ From Downtown					→ To Downtown				
5th Henn	53rd Drew BC LM	Brookdale CM	42nd and Douglas	Crystal Ctr.	Crystal Ctr.	42nd and Douglas	Brookdale	53rd Drew	6th Henn
am	am	am	am	am	am	am	am	am	am
501									
608					615	620			655
			648	652	644	649			724
						702			737
					711	716			744
707			736		831	836			907
837			854	859					
					928	932			1003
							958	1000	1043
1010	1049	1052							
1101			1118			1052			1123
1110	1149	1152			1128	1132			1203pm
pm	pm	pm	pm	pm	pm	pm	pm	pm	pm
1230			1258		1228	1232			103
130			158	203	130	134			205
219	245		249	254	226	231	242		303
322	402	405		415	333	338	346	348	415
400	432								
407			443	448					
412		430	448		402	426	440		503
532			605	610	633	637			705
622			650	655			634	638	
	630	633			648	652			
705			732	736		657			725
820			848		944	956			
920	via #19		946						
920			944	1000	1009	1013			
945			1011						

3. Students will be able to use time concepts in everyday life situations.

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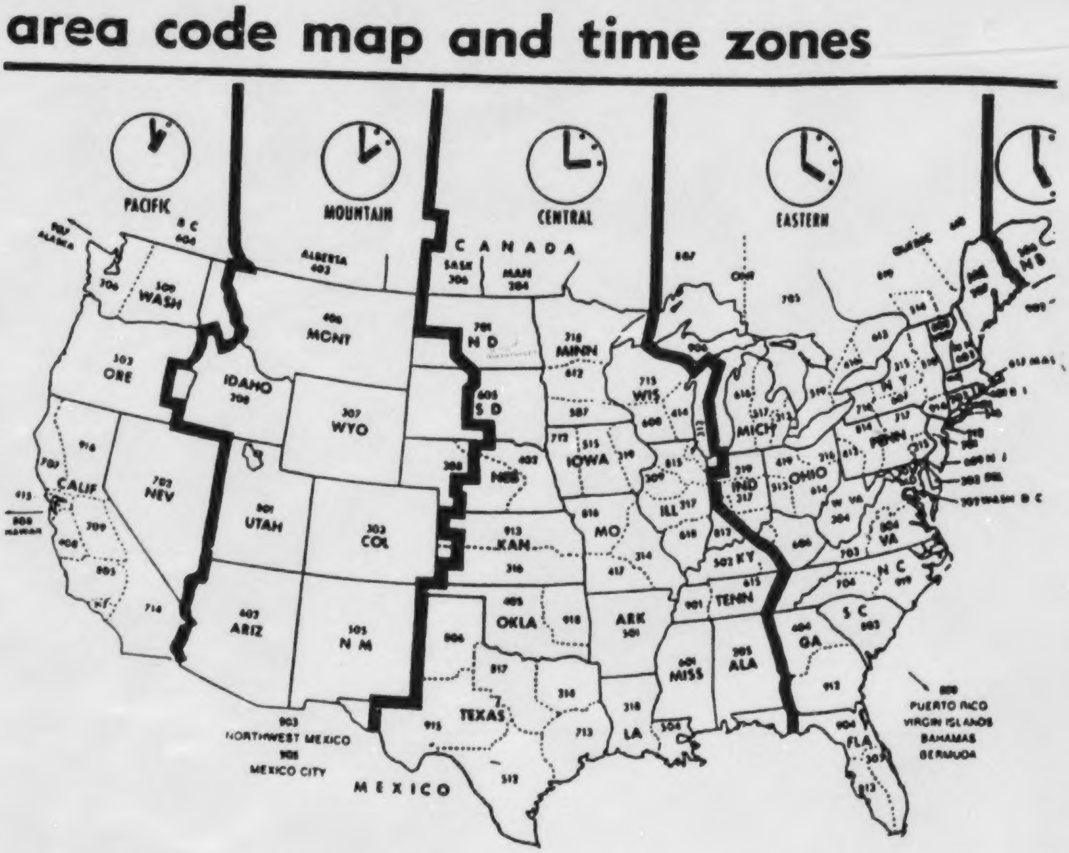
Using the area code and time zone map shown below, answer the following questions:


area code map and time zones
PACIFIC
MOUNTAIN
CENTRAL
EASTERN
CANADA
MEXICO
WASH
ORE
CALIF
NEV
IDAHO
MONT
WYO
UTAH
ARIZ
COL
N M
N D
S D
NEB
KAN
OKLA
TEXAS
MINN
IOWA
MO
ARK
LA
WIS
ILL
MISS
ALA
TENN
KY
IND
MICH
OHIO
GA
FLA
S C
N C
VA
W VA
PENN
N Y
ALBERTA 403
SASK 306
MAN 204
NORTHWEST MEXICO
MEXICO CITY
PUERTO RICO
VIRGIN ISLANDS
BAHAMAS
BERMUDA

Map reprinted with permission. Ⓒ 1978, Northwestern Bell Telephone Company.

1. In what time zone is Minnesota located?

   *A Central
   B Mountain
   C Pacific
   D Atlantic
   E Eastern

2. If a friend in California asks you to call him/her at noon, when would you place the call in Minneapolis?

   A 1 o'clock, p.m.
   *B 2 o'clock, p.m.

3. Students will be able to use time concepts in everyday life situations.

Using the chart below, answer the following questions:

SAMPLE DIRECT DIAL RATES

from **Minneapolis*** to:	Weekday Full Rate		Evening 35% Discount		Night & Weekend 60% Discount	
	first minute	each add'l min.	first minute	each add'l min.	first minute	each add'l min.
Boston	$.52	$.36	$.34	$.24	$.21	$.15
Chicago	.48	.34	.32	.23	.20	.14
Dallas	.50	.34	.33	.23	.20	.14
Denver	.50	.34	.33	.23	.20	.14
Des Moines	.46	.32	.30	.21	.19	.13
Fargo	.46	.32	.30	.21	.19	.13
Los Angeles	.52	.36	.34	.24	.21	.15
Miami	.52	.36	.34	.24	.21	.15
New York	.52	.36	.34	.24	.21	.15
Omaha	.46	.32	.30	.21	.19	.13
Seattle	.52	.36	.34	.24	.21	.15
Sioux Falls	.46	.32	.30	.21	.19	.13

Chart reprinted with permission. © 1978 by Northwestern Bell Telephone Company.

1. When is the cheapest time to make a long distance call?

A On a weekday
B During evening hours
*C On weekends or at night
D Sunday evening
E There is no distinction

2. Which city do you think is the farthest away from Minneapolis?

*A Boston
B Chicago
C Dallas
D Omaha
E Sioux Falls

3. Of all the possible times and places shown, which would be the cheapest place to call according to the chart?

*A Des Moines
B Chicago
C Dallas
D Denver
E New York

C 11 o'clock, a.m.
D 3 o'clock, p.m.
E 4 o'clock, p.m.

3. What is the total hours difference as shown on the map?

A 3 hours
*B 4 hours
C 2 hours
D 1 hour
E 5 hours

4. If it is 5 o'clock in the afternoon in New York City, what time is it in Denver, Colorado?

A 2 o'clock, p.m.
*B 3 o'clock, p.m.
C 5 o'clock, p.m.
D 1 o'clock, p.m.
E 6 o'clock, p.m.

5. If Johnny Carson's "Tonight Show" comes on live television in Minneapolis/St. Paul at 10:30 at night, when would it be on in New York?

A 9:30
*B 11:30
C 10:30
D 12:30
E 8:30

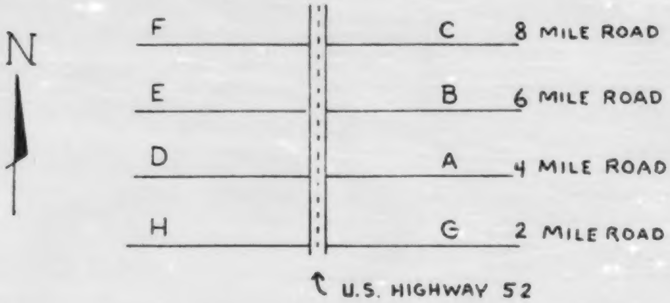
6. If it is three o'clock p.m. in Minneapolis, what time is it in Dallas, Texas?

A 1 o'clock p.m.
B 2 o'clock, p.m.
C 4 o'clock, p.m.
*D 3 o'clock, p.m.
E Noon

III. B. Students will be able to determine direction, distance, and location of phenomena on maps as well as draw inferences from that data.

1. Students will be able to determine directions on a map.

You are sending a map to a friend showing the location of your house. Using the map below, answer the following questions.



NOTE: Your friend is traveling south on U.S. Highway 52

1. Which right turn possibility does your friend come upon first?

*A F
B H
C G
D C
E E

2. You live on 4 Mile Road, 1 mile east of U.S. 52; your friend would turn off on:

A D
B H
C C
*D A
E F

3. If he turns left off U.S. 52 onto 6 Mile Road, he would be driving on:

A D
B H
C A
*D B
E U.S. 52

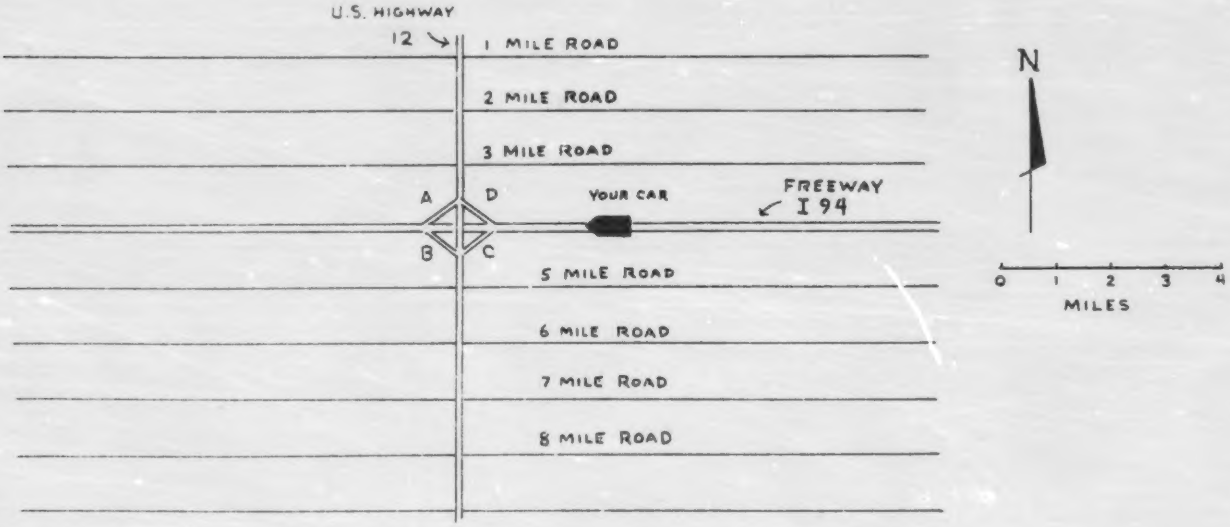
4. You live on 4 Mile Road; if your friend went to 2 Mile Road, he would be:

*A South of his turn-off
B North of his turn-off
C East of his turn-off
D West of his turn-off
E On the correct road

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

1. Students will be able to determine directions on a map.

A friend has sent you a map to help you find her home. Using the map below, answer the following questions:


U.S. HIGHWAY
12
1 MILE ROAD
2 MILE ROAD
3 MILE ROAD
A
D
YOUR CAR
FREEWAY
I 94
B
C
5 MILE ROAD
6 MILE ROAD
7 MILE ROAD
8 MILE ROAD
N
0
1
2
3
4
MILES

1. Your car is traveling which direction on Freeway I 94?

A North
B East
C South
*D West

2. The friend you want to visit lives on 2 Mile Road. Which direction should you go on U.S. Highway 12 after going right from the freeway exit?

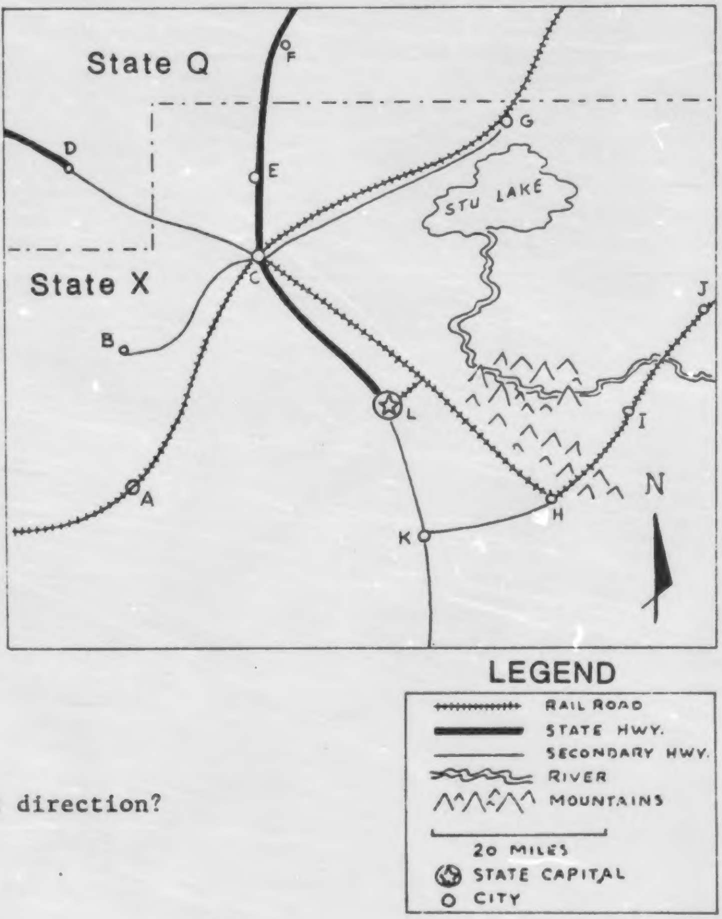
*A North
B East
C South
D West

3. You're at your friend's home which is 1 mile east of Highway 12 on 2 Mile Road. Which directions will you be going in order to reach 8 Mile Road.

A First east, then south.
*B First west, then south.
C First east, then north.
D First west, then north.

2. Students will be able to determine directions, distance, and locations of phenomena on maps.

You are to refer to the map shown below and answer the following questions.


State Q
F
D
E
G
STU LAKE
State X
C
B
J
L
I
A
N
K
H
LEGEND
RAIL ROAD
STATE HWY.
SECONDARY HWY.
RIVER
MOUNTAINS
20 MILES
STATE CAPITAL
CITY

1. The capital shown on the map is in what state?

*A X
B Q
C E
D G
E Can't tell

2. Which city is nearest a lake?

A C
B E
C L
*D G
E I

3. The stream flowing into the lake flows:

*A Away from the mountain
B Toward the mountain
C South
D East

4. The river near I flows in what direction?

A North
B South
*C East
D West

5. Which out-of-state city has the most improved transportation connecting it to the capital shown on map?

A B
B A
C D
D Q
*E F

6. The train trip from H to I is about:

*A 15 miles
B 20 miles

C 30 miles
D 40 miles
E 50 miles

7. Which city is connected to C by both RR and highway?

A K
B F
*C G
D H
E X

8. Which city is not located on a first class highway?

A L
B C
C E
*D B
E F

9. The highway distance between F and K is about _____ miles.

A 20
B 40
C 50
*D 65
E 90

10. The railroad and/or highway crews probably had their most physical obstacles in building from:

A C to E
B L to K
C C to B
*D H to I
E E to G

11. A bridge would probably have to have been built in constructing a railraod and/or highway from:

A C to L
*B I to J
C E to F
D C to D

12. An airplane flying direct from the capital city would have to fly the highest to city:

A A
B K
C F
*D I
E G

13. The major city in terms of transportation in State X is:

A F
B L
*C C
D G
E K

14. A resort seems a logical development at:

A C
B L
C D
*D G
E J

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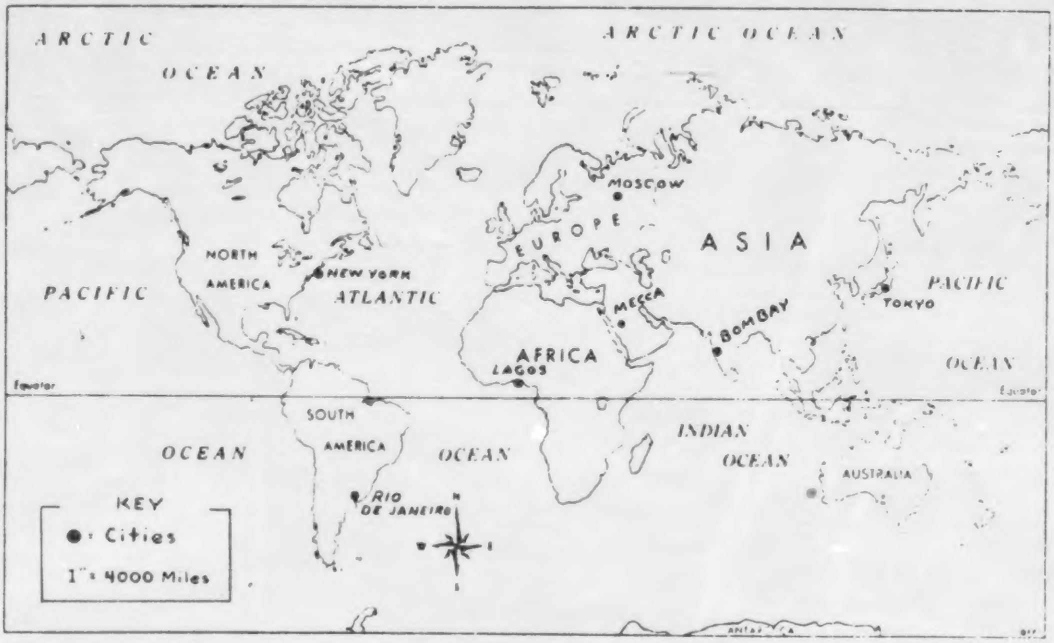
ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

2. Students will be able to determine directions, distances, and location of phenomena on maps.

Using the world map shown below, answer the following questions:


ARCTIC
OCEAN
ARCTIC OCEAN
MOSCOW
EUROPE
ASIA
NORTH
AMERICA
NEW YORK
ATLANTIC
PACIFIC
MECCA
BOMBAY
TOKYO
PACIFIC
OCEAN
AFRICA
LAGOS
Equator
Equator
SOUTH
AMERICA
OCEAN
OCEAN
INDIAN
OCEAN
AUSTRALIA
RIO
DE JANEIRO
N
W
E
S
KEY
● : Cities
1" = 4000 Miles
ANTARCTICA

1. Which continent is fully south of the equator?

   A South America
   B Greenland
   C Africa
   *D Australia
   E North America

2. The largest continent in area is:

   A North America
   B Africa
   *C Asia
   D Europe
   E Australia

3. What body of water lies between America and Europe?

   A Pacific Ocean
   B Indian Ocean
   C Arctic Ocean
   D Carribean Sea
   *E Atlantic Ocean

4.· Which city is the furthest from water?

A New York
B Lagos
*C Moscow
D Rio de Janeiro
E Bombay

5. What body of water separates Asia and North America?

A Atlantic Ocean
B Indian Ocean
*C Pacific Ocean
D Antarctic Ocean

6. What direction is Africa from Europe?

A North
*B South
C East
D West
E North West

7. The closest continent SE of North America is:

*A South America
B Australia
C Asia
D Europe
E Africa

8. Middle East oil supplies near Mecca (city) are nearest what continent?

*A Europe
B South America
C China
D North America
E Australia

9. A Middle East crisis near Mecca would be closest to:

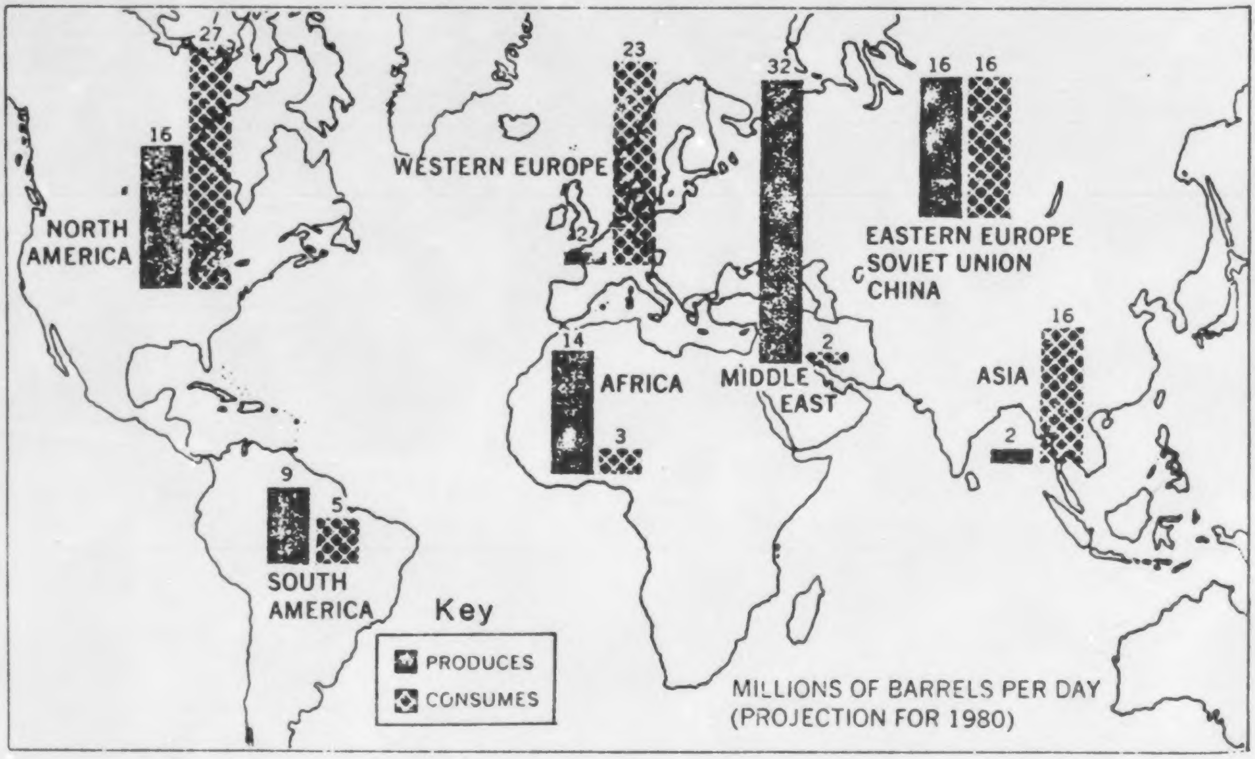
*A Moscow
B New York
C Tokyo
D Rio
E Can't tell

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

3. Students will be able to draw inferences from map data.

Using the map shown below, answer the following questions:

OIL PRODUCTION AND CONSUMPTION


27
16
NORTH AMERICA
23
WESTERN EUROPE
2
32
16
16
EASTERN EUROPE
SOVIET UNION
CHINA
14
AFRICA
3
MIDDLE EAST
2
16
ASIA
2
9
5
SOUTH AMERICA
Key
PRODUCES
CONSUMES
MILLIONS OF BARRELS PER DAY
(PROJECTION FOR 1980)

1. Which region produces the most oil?

   A North America
   *B Middle East
   C Western Europe
   D Asia
   E Africa

2. Which region consumes the most oil?

   *A North America
   B Middle East
   C Western Europe
   D Asia
   E Africa

3. Which region consumes about as much as it produces?

   A North America
   B South America

C Western Europe
D Middle East
*E Eastern Europe, Soviet Union, China

4. Which region has the greatest shortage between the amount it produces and how much it uses?

A Asia
B Middle East
*C Western Europe
D North America
E Africa

5. Which region has to buy the most oil from other parts of the world to meet its needs (consumption)?

A North America
*B Western Europe
C Asia
D Africa
E Middle East

6. Which region has the most oil to sell to other parts of the world?

A Africa
*B Middle East
C South America
D North America
E Eastern Europe, Soviet Union, China

7. Which region would gain the most from a $5 per barrel increase in the price of oil?

A Western Europe
B South America
*C Middle East
D Africa
E Eastern Europe, Soviet Union, China

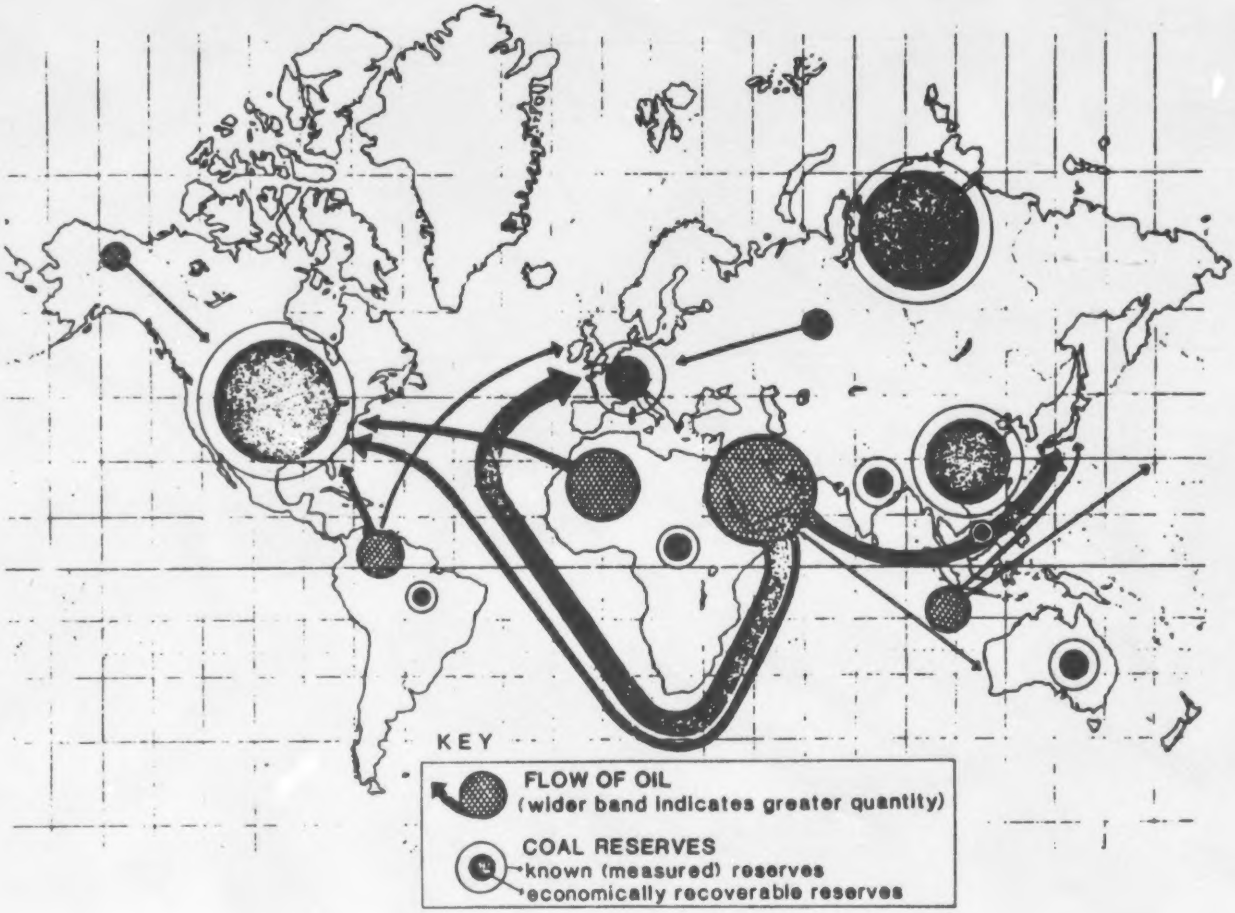
8. Which region would have to pay the most additional cost for oil if the price went up $5 per barrel?

*A Western Europe
B North America
C Asia
D South America
E Eastern Europe, Soviet Union, China

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

3. Students will be able to draw inferences from map data

Using the map shown below, answer the following questions?


KEY
FLOW OF OIL
(wider band indicates greater quantity)
COAL RESERVES
known (measured) reserves
economically recoverable reserves

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

1. Which region is the largest exporter of oil?

   A United States
   B Soviet Union
   C China
   D Europe
   *E Middle East

2. Which region imports the most oil?

   A Japan
   B North America (U.S.)
   *C Europe
   D Soviet Union
   E China

3. Which nation or region has the most coal but still imports oil?

   A Soviet Union
   B China
   C India
   *D United States
   E Australia

4. Most U.S. oil imports enter this country through:

   A The West coast
   *B The East coast
   C The Gulf coast
   D The Canadian border

5. Which of the following three have the world's largest deposits of coal (in correct order):

   A China, Soviet Union, U.S.
   B Soviet Union, China, India
   *C United States, Soviet Union, China
   D United States, Soviet Union, Middle East
   E United States, China, Middle East

6. Which region does not import any oil from the middle east?

   A. Australia
   B. North America
   C. Europe
   D. Japan
   *E. South America

TEST ITEM BANK

IV. ANALYZING SOCIAL PROBLEMS

IV. Students will be able to analyze social problems.

A. Students will be able to identify social problems.

In this exercise, you will demonstrate your ability to identify social problems. Use the following definitions of social problems and your general social studies knowledge to identify which of the situations presented are social problems.

"A social problem...is a condition involving human relationships that is considered undersirable by a large number of people."

1. "There is a conflict between what people think 'should' be and what 'is.'"
2. "The condition affects a substantial number of people."
3. "A substantial number of people define the condition as a problem."
4. "People feel that something can be done about the problem through collective social action."

The Study of Human Relationahips, pp. 303-305

If you feel a situation identified here is a social problem, mark the blank A.
If you feel a situation identified here is not a social problem, mark the blank B.

Situations:

B 1. You have too much homework to do.

A 2. The rate of unemployment in the United States is 8 percent.

B 3. This year tornados will strike most of the midwestern states.

A 4. Both the United States and the Soviet Union continue to spend money on new arms and weapons.

A 5. A new Arab-Israeli conflict might disrupt oil shipments to the United States.

B 6. Television viewing in the United States is down for the second straight year.

A 7. Property crime in the United States continues to increase.

A 8. Cases dealing with racial discrimination continue to be filed in United States district courts.

A 9. Between 1973 and 1975 gasoline prices increased from \$.37 per gallon to \$.57 per gallon.

B 10. The ceiling of the local high school gymnasium collapsed and killed one person.

B 11. A commuter train crashes in Chicago, causing the deaths of 50 people and injuries to more than 250 passengers.

_B_ 12. Employees at the Yorktown State Bank go on strike ending banking services to that community.

_B_ 13. A supermarket in south Minneapolis allows extensive litter to accumulate.

_A_ 14. A taxpayers' revolt in California results in severe cutbacks in municipal services.

_B_ 15. A psychopath goes on a killing spree in New York City and 10 people die.

_B_ 16. A teenage gang in your neighborhood has loud parties that keep you and other neighbors awake.

_A_ 17. The United States freeway system is beginning to detoriate, causing inconvenient delays for traffic throughout the country.

_A_ 18. Many new automobiles are "recalled" by manufacturers each year beacuse of defects.

_A_ 19. The United States Supreme Court has said that laws prevent the building of dams when the construction threatens the existence of an animal species such as the snail-darter.

_B_ 20. Your new car has had so many problems that you now believe you bought a "lemon."

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

A. Students will be able to identify social problems.

In this item you will demonstrate your ability to identify statements that describe a social problem. Imagine that you have just read the following story in a newspaper:

Date: Early 1860

The tension between the North and South appears to be growing. An investigation of the conditions shows that the North is much more industrialized than the South. The North does not rely on slavery while the South does. Furthermore, the government of the United States, including the Presidency, is dominated by people from the North. Increasingly more voices are heard from both the North and the South that war is near.

Based only on the information in this imaginary newspaper story, which of the following statements describe the social problem that existed in 1860? If the statement describes the social problem, mark the blank A. If the statement does not describe the social problem, mark the blank B.

A 1. The existence of slavery in the South but not in the North could be causing tension.

A 2. Industrialization in one section of the country but not in another could be creating economic tensions.

B 3. More people in the North live in cities than do people in the South.

B 4. The South exports much of its agricultural crops to Europe.

A 5. The South does not have as much political power as the North.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

A. Students will be able to identify social problems.

Situation: Many European countries are experiencing terrorist acts such as the kidnappings in Italy, the capture of buildings and taking of hostages in Holland, and the murder of public figures in Germany. In some cases the terrorists have a specific goal to accomplish, an example being the terrorists who want more rights for the Moluccans living in Holland. Other terrorists appear to have no specific goals to accomplish, an example being the terrorists who want to cause disruption in West Germany. Whatever the motives, the terrorist activities have caused much disruption of everyday life in Europe.

1. Based on this paragraph, which of the following statements could be used to describe the specific social problem involved? (Mark with A.)

2. Based on this paragraph, which of the following statements do not describe the specific social problem involved? (Mark with B.)

A 1. Terrorist acts have taken place in several European countries.

B 2. Holland, Germany, and Italy are all on the European continent.

A 3. The lives of many European citizens have been disrupted by terrorist acts.

B 4. Increasing numbers of Italian workers are coming to Germany to work, which has created industrial tensions.

B 5. There are many political parties in each of the European countries, which makes it difficult to form stable governments.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

A. Students will be able to identify social problems.

In this exercise, you will demonstrate your ability to identify statements that describe a social problem. Imagine that you live in New York state and have just read the following story in a newspaper.

> *Date: 1848*
>
> *It has been reported from Dublin, Ireland, that the potato crop will probably fail this year. The lack of rain during the growing season is thought to be the main cause of this crop failure. Experts predict that there will be many food shortages and other problems for the Irish people, as the potato is one of their main crops.*

Based only on the information in this imaginary newspaper story, which of the following statements describe the social problem that existed in 1848? If the statement describes the social problem, mark the blank A. If the statement does not describe the social problem, mark the blank B.

B 1. As a result of the Irish potato famine, the United States had a large number of immigrants.

A 2. The Irish people are expecting a famine because of the poor potato crop.

A 3. There was a drought in Ireland in 1848.

B 4. The shortage of food is expected to cause other problems for the Irish.

B 5. There was a world-wide food shortage as a result of the weather in 1848.

IV. B. Students will be able to identify value statements.

The following exercise asks you to look at some examples of social problems and select the value statement made about each social problem.

1. Which of the following is a value statement that might be mentioned in connection with a governor's decision on capital punishment?

   A Utah uses a firing squad.
   B Over 30 states have capital punishment.
   *C No person has the right to take another person's life.
   D Most persons who have received the capital punishment sentence have appealed their cases.

2. The following are statements made by legislators debating gun control. Which statement is a value statement?

   A "Handguns killed more people in the U.S. last year than any other weapon."
   B "Even though New York City requires registration, there are more unregistered handguns in New York City than registered handguns."
   *C "The government has no business requiring me to register my handgun."
   D "Most unregistered handguns are Saturday Night Specials."

3. The following are statements made by members of Congress debating the boundary waters bill. Which statement is a value statement?

   A Resort owners are upset by the restrictions on motor boat use in the area.
   B Environmental groups support very restrictive use of motor boats in this area.
   *C The United States needs to retain some wilderness areas.
   D The boundary waters bill has stirred political involvement of people living in northern Minnesota.

4. The following are statements made by persons in the television industry and national PTA organizations concerning violence on TV. Which is a value statement?

   *A Television programming should restrict the use of violence in prime time hours.
   B TV violence has been reduced in the last two years.
   C The national PTA organization has become increasingly concerned about TV violence.
   D The networks are facing greater criticism about TV programming.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

IV. C. Students will be able to identify values in conflict.

1. Which of the following pairs of values would most likely be in conflict in a court's decision forcing a reporter to reveal his news sources to help prosecute a case?

A power vs. equality
*B justice vs. privacy
C money vs. health
D environment vs. jobs

2. Which of the following pairs of values would most likely be in conflict when a small town is upset because a judge has denied a permit to build a ski area in a nearby national forest?

A power vs. equality
B justice vs. privacy
C money vs. health
*D environment vs. jobs

3. Which of the following pairs of values would most likely be in conflict when a former CIA agent writes a book on her experiences in Vietnam?

A Power vs. equality
*B National Security vs. Freedom of Speech
C National Security vs. Individual Privacy
D Justice vs. equality

4. Which of the following pairs of values would most likely be in conflict if the federal government proposed a mandatory national program of vaccinations against swine flu?

A Money vs. Health
B Justice vs. Privacy
*C Health vs. Privacy
D National Security vs. Health

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

IV. D. Students will be able to recognize values implicit in a social problem.

Read the following paragraphs:

> Skyjackings continue to be a problem in the United States. Airport security has been tightened and includes passing passengers and luggage through metal detectors to look for weapons. On a random basis passengers' handbags and hand luggage are searched. Airport personnel watch passengers carefully to see if they fit the profile of a skyjacker.
>
> As a salesperson who flies a great deal, Kelley is upset about the long delays between flights and the fewer number of sales calls she can make.
>
> Ted, a pilot, is against the procedures because it means fewer flights every year for him.
>
> However, Mike, also a pilot, feels better knowing he may not have to face an armed skyjacker.
>
> Denise, a student, who flies home several times a year, had her handbag searched and was embarrassed by the search. She filed a complaint with the airport.
>
> Tom is upset because he cannot carry a small pen knife that he uses in his carving hobby. He has had to travel by train or bus in order to continue his hobby as he travels.

1. Which of the following does Kelley think is most important?

   A Privacy
   B Education
   *C Money
   D Security
   E Freedom

2. Which of the following does Ted think is most important?

   A Privacy
   B Education
   *C Money
   D Security
   E Freedom

3. Which of the following does Mike think is most important?

   A Privacy
   B Education
   C Money
   *D Security
   E Freedom

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4. Which of the following does Denise think is most important?

*A Privacy
B Education
C Money
D Security
E Freedom

5. Which of the following does Tom think is most important?

A Privacy
B Education
C Money
D Security
*E Freedom

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

D. Students will be able to recognize values implicit in a social problem.

Read the following statement:

Imagine that you are a member of the U.S. Senate participating in a debate over a bill to make the sale and use of cigarettes in the United States illegal.

Senator Whitaker: We must not allow the government to interfere in the lives of our citizens. If people want to smoke, let them!
Senator Morris: I'm more concerned about the staggering costs of health care today in the United States. The taxpayer should not have to pay for "cigarette caused" lung disease.
Senator Douglas: If you make the sale and use of cigarettes illegal, tobacco growing states will have increased unemployment rates.
Senator Wilson: Senators, the issue here is one of the physical well-being of our people. We don't allow potentially harmful drugs like heroin. Why should we allow cigarettes?

Based only on the information above, answer the following questions:

1. Which of the following values is held by Senator Whitaker?

A Money
B Power
C Health
*D Personal freedom
E Jobs

2. Which of the following values is held by Senator Morris?

*A Money
B Power
C Health
D Personal freedom
E Jobs

3. Which of the following values is held by Senator Douglas?

A Money
B Power
C Health
D Personal freedom
*E Jobs

4. Which of the following values is held by Senator Wilson?

A Money
B Power
*C Health
D Personal freedom
E Jobs

IV. E. Identifying consequences of possible actions on social problems.

Buying a house is a problem for many young people and for people of low income. Decide if each of the following actions would

*A Decrease housing costs
B Increase housing costs
or
C Have no effect on housing costs for young people and for people of low income.

A 1. Government subsidizing housing for people of lower income.

B 2. Communities requiring higher construction standards for new homes, such as the use of more insulation.

C 3. State licensing of all real estate agents.

A 4. Requiring banks to supply more credit and at lower rates of interest for those who are buying their first homes.

B 5. Larger lot size requirements for home construction.

B 6. Before anyone can sell a used home, sellers would be required to bring the home up to minimum standards.

C 7. Requiring municipalities to have stop signs at busy intersections.

B 8. Destruction of slums and run-down areas of housing.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

E. Identifying consequences of possible actions on social problems.

Presently our country is facing an energy shortage. One of our major sources of energy is coal. Which of the following actions would:

A Increase the use of coal
B Decrease the use of coal
C Have no effect on our country's use of coal.

A 1. Government regulations requiring industries to switch from fuel oil to coal.

B 2. Government regulations requiring stricter clean air standards.

B 3. Middle Eastern oil-producing countries reduce the price of oil.

C 4. The Soviet Union denounces the amount of energy used by the United States.

B 5. Canada grants a natural gas pipeline from Alaska to Minnesota.

ESSENTIAL SOCIAL STUDIES SKILLS OBJECTIVES FOR SENIOR HIGH STUDENTS

E. Identifying consequences of possible actions on social problems.

Presently our country is facing an energy shortage. One source being promoted is solar energy. Which of the following actions would

A Increase the use of solar energy in the United States
B Decrease the use of solar energy in the United States
C Have no effect on the use of solar energy in the United States

A 1. The federal government allows tax breaks for homeowners who install solar energy collectors on their homes.

B 2. Oil companies find new oil deposits off shore of the Eastern United States.

B 3. Banks and other lending institutions refuse to finance new homes with solar energy.

C 4. The United States protests the building of a Canadian nuclear power plant near the United States-Canadian border.

A 5. Due to another Middle East war, oil shipments to the United States are halted.

SKILLS LESSONS

I. LOCATING INFORMATION

Name______________________________

Section____________________________

Teacher____________________________

USING THE YELLOW PAGES: LESSON ONE

DIRECTIONS: The YELLOW PAGES phone directory is very similar to using the other resource materials you have been working with. Take a copy of the YELLOW PAGES and see if you can answer the following questions.

1. What are the yellow pages used for?____

____

2. How are the yellow pages different from the white pages?__________________

____

3. How are the stores, doctors, etc., listed in the yellow pages?_______________

____

4. In the back of the yellow pages book you will find the ACTION INDEX. This INDEX tells under what subject heading stores, etc. will be listed. For instance if you wanted to find a car dealer, this index would tell you to look under "automobile dealers -- new cars."

   WHY IS THIS INDEX NEEDED?____

5. Suppose you are ill and need a doctor, under what subject heading would you look?

   ____________________________ for tropical fish?_________________________

   for learning to disco?________________________________

6. Your TV set just broke. Find the closest TV repair shop to your house and copy the name, address, and phone number here.______________________________

   ____

7. Your $100,000 silver goat is ill. Find the closest animal doctor to your house and copy his name, address, and phone number here. ________________________

   ____

Name______________________________

Section____________________________

Teacher____________________________

USING THE YELLOW PAGES: LESSON TWO

DIRECTIONS: The YELLOW PAGES phone directory is very similar to using the other resource materials you have been working with. Take a copy of the YELLOW PAGES and see if you can answer the following questions.

1. What are the yellow pages for?____

2. How are the yellow pages different from the white pages?____

3. How are the stores, doctors, etc., listed in the yellow pages?____

4. In the back of the yellow pages book you will find the ACTION INDEX. The INDEX tells under what subject heading stores, etc., will be listed. For instance, if you wanted to find a camera store, this index would tell you to look under "photography."

5. Suppose your new set of drums broke, under what subject heading would you look in order to get it repaired? __________________________ to fix a lawnmower? ______________________________ to repair a sailboat?__________________________

6. Your girlfriend just ran off with your new TV. You do not wish to report it to the police, but you want to get it back. You decide to call a private detective. Find one near your area and copy down the name, address, and phone number here.

   ____

   ____

7. Your 100-year-old oak tree blew down in a storm. Find the closest place to rent a chain saw to use in cutting it up. Put name, address, and phone number here.

   ____

   ____

Name ______________________________

Section ______________________________

Teacher ______________________________

DICTIONARY LESSON: LESSON THREE

You'll need a dictionary

DIRECTIONS: Review the following information about dictionaries and then answer the following questions.

The dictionary is used to:

a. Find the meanings of words.
b. Find out how to spell and pronounce words.
c. Find out the history of a word.

All words are listed alphabetically. Guide words at the top of each page give you the first and last word on that page so you will be able to locate the word you need faster.

USING GUIDE WORDS: Find these words in your dictionary, write the guide words in the spaces provided, and write the page number on which the word was found.

1. explanation ______________________, ______________________ page _____
2. colonization ______________________, ______________________ page _____
3. tax ______________________, ______________________ page _____
4. amendment ______________________, ______________________ page _____
5. rebellion ______________________, ______________________ page _____

USING THE DICTIONARY

1. Pick out one word from your social studies reading material. ______________
2. Write the sentence in which the word was used. ______________________________

____

3. Look up the meaning of the word. Write the meanings of the word here. After writing the meanings, circle the one which applies to the sentence in 2.

____

____

____

4. Name of dictionary used: ______________________________________

Page number word found on ______________ guide words __________, __________

Divide the word into syllables: ______________________________________

Name______________________________

Section______________________________

Teacher______________________________

DICTIONARY LESSON: LESSON FOUR

You'll need a dictionary

DIRECTIONS: Review the following information about dictionaries and then answer the following questions.

The dictionary is used to:

a. Find the meanings of words.
b. Find out how to spell and pronounce words.
c. Find out the history of a word.

All words are listed alphabetically. Guide words at the top of each page give you the first and last word on that page so you will be able to locate the word you need faster.

USING GUIDE WORDS: Find these words in your dictionary, write the guide words in the spaces provided, and write the page number on which the word was found.

1. ancient ____________________, ____________________ page______
2. democracy ____________________, ____________________ page______
3. law ____________________, ____________________ page______
4. feudal ____________________, ____________________ page______
5. imperialism____________________, ____________________ page______

USING THE DICTIONARY

1. Pick out one word from your social studies reading and material.______________
2. Write the sentence in which the word was used. ______________________________

____

3. Look up the meaning of the word. Write the meanings of the word here. After writing the meanings, circle the one which applies to the word you are working with.

____

____

____

4. Name of dictionary used ______________________________________

   Page number word found on __________ guide words ____________, __________

   Divide the word into syllables. ______________________________________

Name __________________________

Section __________________________

Teacher __________________________

DICTIONARY LESSON: LESSON FIVE

You'll need a dictionary

DIRECTIONS: Review the following information about dictionaries and then answer the following questions.

The dictionary is used to:
a. Find the meanings of words.
b. Find out how to spell and pronounce words.
c. Find out the history of a word.

All words are listed alphabetically. Guide words at the top of each page give you the first and last word on that page so you will be able to locate the word you need faster.

USING GUIDE WORDS: Find these words in your dictionary, write the guide words in the space provided, and write the page number on which the word was found.

1. invasion ________________, ________________ page ______
2. aardvark ________________, ________________ page ______
3. zero ________________, ________________ page ______
4. community ________________, ________________ page ______
5. bank ________________, ________________ page ______

USING THE DICTIONARY

1. Pick out one word from your social studies reading material. ________________
2. Write the sentence in which the word was used. ________________

   ____
3. Look up the meaning of the word. Write the meanings of the word here. After writing the meanings, circle the one which applies to the word you are working with.

   ____

   ____

   ____
4. Name of dictionary used ________________________

   Page number word found on ________ guide words ____________, ____________

   Divide the word into syllables. ________________________

Name________________________________

Section_____________________________

Teacher_____________________________

USING THE CARD CATALOG: LESSON SIX

DIRECTIONS: Read the following information about the CARD CATALOG and answer the questions.

The CARD CATALOG is an INDEX of all books found in the library you are in. In the CARD CATALOG every book is INDEXED three ways: BY THE SUBJECT OF THE BOOK, BY THE AUTHOR OF THE BOOK, and BY THE TITLE OF THE BOOK. Remember the word "SAT" and you will always know how books are INDEXED in the CARD CATALOG. You will always be able to tell if it is the SUBJECT card, the AUTHOR card, or the TITLE card by what comes first at the top of the card. You will always know where to find the book because on each card, CALL NUMBERS are placed in the upper left hand corner. These numbers correspond with the shelf numbers where the books are kept.

STUDY THE FOLLOWING EXAMPLES OF A SUBJECT, AUTHOR, AND TITLE CARD AND THEN ANSWER THE QUESTIONS.

UNITED STATES - HISTORY - CIVIL WAR

973.7
Ca Catton, Bruce
Terrible swift sword. E.B. Long, director of research. Doubleday 1963
559p maps bibl

SUBJECT CARD

973.7
Ca Catton, Bruce
Terrible swift sword. E.B. Long, director of research. Doubleday 1963
559p maps bibl

AUTHOR CARD

Terrible swift sword
973.7
Ca Catton, Bruce
Terrible swift sword. E.B. Long, director of research. Doubleday 1963
559p maps bibl

TITLE CARD

USING THE CARD CATALOG: LESSON SIX

1. What is the card catalog used for?______________________________________

____

2. All books in the library will be indexed by ______________________________,

______________________________and______________________________.

3. The numbers in the upper left hand corner of the card are the ______________

______________________________and tell you______________________________.

4. How do you know if the card is the subject, author, or title card?

____

5. What is the title of this book?______________________________________

6. Who is the author of this book?______________________________________

7. What is the subject of this book?____________________________________

8. What are the call numbers of this book?______________________________

9. Who published this book?____

10. What else do these cards tell you about this book?______________________

____

Name______________________________

Section____________________________

Teacher____________________________

USING THE CARD CATALOG: LESSON SEVEN

DIRECTIONS: Read the following information about SEE CARDS and SEE ALSO CARDS and then answer the questions.

SEE CARDS AND SEE ALSO CARDS

In the card catalog not all books will be found under SUBJECT HEADINGS you think they will be indexed. For instance, books on cars will not be found under "cars" but under "automobiles." So that you will be able to locate the books you are interested in, you will find SEE CARDS that tell you "cars" will be found under "automobiles." Sometimes, not all books will be found under one SUBJECT HEADING and then you will find SEE ALSO CARDS that will tell you that you can find more information by looking under another SUBJECT HEADING. Study the following examples of a SEE CARD and a SEE ALSO CARD, then answer the questions.

AMERICAN HISTORY

See

UNITED STATES - HISTORY

SEE CARD

UNITED STATES - HISTORY

See also

SOCIAL PROBLEMS
U.S. - CONSTITUTIONAL HISTORY

SEE ALSO CARD

1. What are SEE CARDS?____
2. Why are SEE CARDS used in the card catalog?__________________________
____
3. What are SEE ALSO CARDS?_____________________________________
4. Why are SEE ALSO CARDS used in the card catalog?_______________________
____

USING THE CARD CATALOG: LESSON SEVEN

DIRECTIONS: Go to the card catalog and find information on the following topic (teacher assigns topic): ______________________________

Examples: AMERICAN HISTORY, SOCIAL PROBLEMS.

1. How many SUBJECT HEADINGS are there for this topic? ____________________

   List three of them: ____________________, ____________________,

   ____________________.

2. Are there any SEE ALSO CARDS included for this topic? ____________________

   If yes, under what other SUBJECT HEADINGS would you find information on this topic? ____________________, ____________________, ____________________.

USING SEE CARDS

3. Look up the following topics and give the SUBJECT HEADINGS under which you could find books on them.

   A. Cars ______________________________

   B. W.W.I. ______________________________

   C. Child Abuse ______________________________

   D. U. S. Civil War ______________________________

Name ______________________________

Section ___________________________

Teacher ___________________________

USING THE CARD CATALOG: LESSON EIGHT

DIRECTIONS: Go to the card catalog and look up a book on the following topic (teacher picks topic): ____.

Answer the following questions.

1. Under what subject heading did you look? __________________________________.
2. How many books were there on this topic? 1-5 _____ 5-10 _____ 10-20 _____
3. Where there any SEE ALSO CARDS included in this topic? ________________________

   If the answer is yes, under what other subject headings could you find information on this topic? ____________________________, ____________________________,

   ________________________, ________________________, ____________________________.
4. Pick out one of the books you have found on this topic and fill in the following information:

   Title of book ______________________________ Call number _____________

   Author __________________________________

   Date published ______________________________

   Number of pages ____________________________

   Any other information _______________________

*** To receive credit for this assignment bring the book to your teacher.

LOCATING INFORMATION/Using Community Resources

Name ____________________

Section ____________________

Teacher ____________________

USING THE CARD CATALOG: LESSON NINE

DIRECTIONS: Place the correct name of each card in the blank space next to it.

①

UNITED STATES - HISTORY

See also

SOCIAL PROBLEMS
U. S. - CONSTITUTIONAL HISTORY

1. ____________________

②

937.7
Ca Catton, Bruce
Terrible swift sword. E. B. Long, director of research. Doubleday 1963
559p maps bibl

1. U.S. - History - Civil War I.Title

2. ____________________

③

Terrible swift sword

973.7
Ca. Catton, Bruce
Terrible swift sword. E. B. Long, director of research. Doubleday 1963
559p maps bibl

3. ____________________

④

UNITED STATES - HISTORY - CIVIL WAR

973.7
Ca Catton, Bruce
Terrible swift sword. E. B. Long, director of research. Doubleday 1963
559p maps bibl

4. ____________________

⑤

AMERICAN HISTORY

See

UNITED STATES - HISTORY

5. ____________________

Name ______________________

Section ______________________

Teacher ______________________

USING THE READERS' GUIDE: LESSON 10

DIRECTIONS: Read the following information about the READERS' GUIDE and answer the questions. The READERS' GUIDE TO PERIODICAL LITERATURE is an index of articles appearing in recent magazines. Using the READERS' GUIDE is the same as using the card catalog. Articles are indexed alphabetically by subject heading. Like the card catalog, the READERS' GUIDE also uses SEE headings and SEE ALSO headings.

The READERS' GUIDE is updated every month so if you need the latest information, you must be aware of the dates covered by the READERS' GUIDE you are using. Below you will find examples of the cover, the abbreviations used, as well as the magazines appearing in the index. Study the following examples and then answer the questions about them.

FRONT PAGE

JANUARY 25, 1978

Vol. 77 No. 20

Includes indexing from December 15—December 30, 1977

READERS' GUIDE

TO PERIODICAL LITERATURE

(UNABRIDGED)

BEST COPY AVAILABLE

USING THE READERS' GUIDE: LESSON 10

ABBREVIATIONS OF PERIODICALS INDEXED

•Bet Hom & Gard—Better Homes and Gardens
BioScience—BioScience
Bull Atom Sci—Bulletin of the Atomic Scientists
Bus W—Business Week

Camp Mag—Camping Magazine
Car & Dr—Car and Driver
Ceram Mo—Ceramics Monthly
•Changing T—Changing Times
Chemistry—Chemistry
Chr Cent—Christian Century
Chr Today—Christianity Today
Clearing H—Clearing House
Commentary—Commentary
Commonweal—Commonweal
Cong Digest—Congressional Digest
Conservationist—Conservationist (Albany)
•Consumer Rep—Consumer Reports
•Consumers Res Mag—Consumers' Research Magazine
Craft Horiz—Craft Horizons
Cur Hist—Current History
Current—Current

Dance Mag—Dance Magazine
Dept State Bull—Department of State Bulletin
Design (US)—Design (United States)
Duns R—Dun's Review

OTHER ABBREVIATIONS USED

•	following name entry, a printer's device
+	continued on later pages of same issue
Abp	Archbishop
abr	abridged
Ag	August
Ap	April
arch	architect
Assn	Association
Aut	Autumn
Ave	Avenue
Bart	Baronet
bibl	bibliography
bibl f	bibliographical footnotes
bi-m	bimonthly
bi-w	biweekly
bldg	building
Bp	Bishop
Co	Company
comp	compiled, compiler
cond	condensed
cont	continued
Corp	Corporation
D	December
Dept	Department
ed	edited, edition, editor

1. What are the dates covered by this issue of READERS' GUIDE? ____________________

2. What magazines would the following abbreviations stand for?

   a. Bet Hom & Gard ______________________________

   b. Bus W ______________________________

   c. Ceram Mo ______________________________

   c. Cong Digest ______________________________

   e. Cur Hist ______________________________

3. What do the following abbreviations mean?

   a. + ______________________________

   b. abr ______________________________

   c. Ag ______________________________

   d. Co ______________________________

   e. ed ______________________________

Name ______________________

Section ______________________

Teacher ______________________

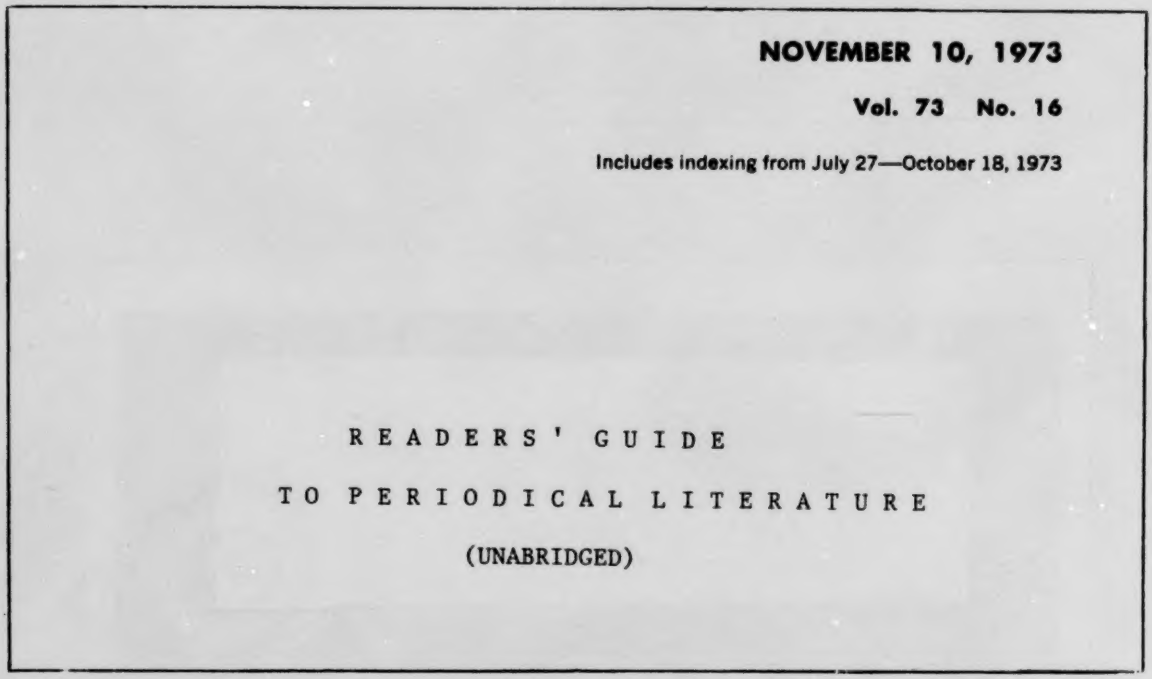
USING THE READERS' GUIDE: LESSON 11

DIRECTIONS: Read the following information about the READERS' GUIDE and answer the questions.

The READERS' GUIDE TO PERIODICAL LITERATURE is an index of articles appearing in recent magazines. Using the READERS' GUIDE is the same as using the card catalog. Articles are indexed alphabetically by subject heading. Like the card catalog, the READERS' GUIDE also uses SEE headings and SEE ALSO headings.

The READERS' GUIDE is updated every month so if you need the latest information, you must be aware of the dates covered by the READERS' GUIDE you are using. Below you will find examples of the cover, the abbreviations used, as well as the magazines appearing in the index. Study the following examples and then answer the questions about them.

FRONT PAGE



NOVEMBER 10, 1973

Vol. 73 No. 16

Includes indexing from July 27—October 18, 1973

READERS' GUIDE

TO PERIODICAL LITERATURE

(UNABRIDGED)

BEST COPY AVAILABLE

LOCATING INFORMATION/Using Community Resources

USING THE READERS' GUIDE: LESSON 11

ABBREVIATIONS OF PERIODICALS INDEXED

*Nat R–National Review (44p issue only, pub. in alternate weeks)
Nat Wildlife–National Wildlife
Nation–Nation
Nations Bus–Nation's Business
Natur Gard Mag–Natural Gardening Magazine
Discontinued publication Ap '73
*Natur Hist–Natural History
Negro Hist Bull–Negro History Bulletin
New Cath World–New Catholic World
New Repub–New Republic
New Yorker–New Yorker
*Newsweek–Newsweek

Opera N–Opera News
Org Gard & Farm–Organic Gardening and Farming
Outdoor Life–Outdoor Life

PTA Mag–PTA Magazine
Parents Mag–Parents' Magazine & Better Family Living
Parks & Rec–Parks & Recreation
Phys Today–Physics Today
Plays–Plays
Poetry–Poetry
Pop Electr–Popular Electronics including Electronics World
*Pop Mech–Popular Mechanics
Pop Phot–Popular Photography
Pop Sci–Popular Science
Pub W–Publishers Weekly

OTHER ABBREVIATIONS USED

jr	junior
jt auth	joint author
ltd	limited
m	monthly
Mr	March
My	May
N	November
no	number
O	October
por	portrait
pseud	pseudonym
pt	part
pub	published, publisher, publishing
q	quarterly
rev	revised
S	September
sec	section
semi-m	semimonthly
soc	society
Spr	Spring
sq	square
sr	senior
st	street
Sum	Summer
sup	supplement
supt	superintendent

1. What are the dates covered by this issue of READERS' GUIDE? ________________

2. What magazines would the following abbreviations stand for?

   a. Negro Hist Bull ______________________________

   b. Pop Sci ______________________________

   c. New Repub ______________________________

   d. Natur Hist ______________________________

   e. Pub W ______________________________

3. What do the following abbreviations mean?

   a. Spr ______________________

   b. no ______________________

   c. m ______________________

   d. soc ______________________

   e. pt ______________________

Name ______________________________

Section ____________________________

Teacher ____________________________

USING THE READERS' GUIDE: LESSON 12

"UNDERSTANDING ENTRIES"

DIRECTIONS: Study the sample entry below, then answer the questions about the second sample entry.

SAMPLE

CIVIL rights demonstrations
Day they didn't march.L.bennett.Jr.il Ebony
32:128-30+ F '77

EXPLANATION

An illustrated article on the subject CIVIL rights demonstrations entitled "Day they didn't march," by L. Bennett, Jr. will be found in volume 32 of Ebony pages 128-30 (continued on later pages of the same issue), February 1977

Lesson sample entry.

NEUTRON bombs

No neutron bombs for us, please: European letter to President Carter. B. Sørensen. Bull Atom Sci 33:7 D'77

What does this entry tell you? ______________________________

____

____

____

____

Name ______________________________

Section ______________________________

Teacher ______________________________

USING THE READERS' GUIDE: LESSON 13

"UNDERSTANDING ENTRIES"

DIRECTIONS: Study the sample entry below, then answer the questions about the second sample entry.

SAMPLE CIVIL rights demonstrations
Day they didn't march.L.bennett.Jr.il Ebony
32:128-30+ F '77

EXPLANATION An illustrated article on the subject CIVIL rights demonstrations entitled "Day they didn't march,"by L.Bennett, Jr. will be found in volume 32 of Ebony, pages 128-30 (continued on later pages of the same issue), February 1977

Lesson sample entry.

ZULUS

Rites and Ceremonies
Zulu king weds a Swazi princess.
V. Wentzel. il Nat. Geog. 153:46-61 Ja. '78.

What does this entry tell you? ______________________________

____

____

____

____

Name ______________________

Section ______________________

Teacher ______________________

USING THE READERS' GUIDE: LESSON 14

"UNDERSTANDING ENTRIES"

DIRECTIONS: Study the sample entry below, then answer the questions about the second sample entry.

SAMPLE CIVIL rights demonstrations
Day they didn't march.L.Bennett.Jr.il Ebony
32:128-30+ F '77

EXPLANATION An illustrated article on the subject CIVIL rights demonstrations entitled "Day they didn't march," by L.Bennett,Jr. will be found in volume 32 of Ebony, pages 128-30 (continued on later pages of the same issue), February 1977

Lesson sample entry.

OBESITY

Obesity: a growing problem. G.B. Kotata.
Science 198:905-6 D 2 '77
See also Weight (physiology)

What does this entry tell you?______________________

____

____

____

____

Name ______________________________

Section ____________________________

Teacher ____________________________

USING THE READERS' GUIDE: LESSON 15

You will need a READERS' GUIDE

DIRECTIONS: Go to the library and find a magazine article on the following topic (teacher assigns topic): ______________________________ and answer the following questions. For credit bring this worksheet and the magazine article to your teacher.

1. Under what subject heading did you find an article on this topic?

   ____

2. How many articles on this topic were there? ______________________________

3. Were there any SEE ALSO subject headings where you could find article on this topic?

   ______________ If yes, what were they? ________________, ________________,

   ____________________________, ____________________________.

4. What were the dates covered by the READERS' GUIDE you used? __________________

5. Did you need to look in more than one READERS' GUIDE to find your article? _____

   If yes, why do you think you needed to? ______________________________

   ____

6. Copy the listing for the article you chose.

7. Write an explanation of the listing for the article you chose.

Name ______________________

Section ______________________

Teacher ______________________

USING THE READERS' GUIDE: LESSON 16

You will need a pen or pencil

DIRECTIONS: In the blank space before each of the following statements write the word true if the statement is true. Write the word false if the statement is not true.

_____1. The Readers' Guide is an up-to-date listing.

_____2. The Readers Guide lists the subjects of magazine articles.

_____3. The subjects in the guide are in alphabetical order.

_____4. Not all magazines published have their articles listed in the guide.

_____5. The Readers' Guide tells you the name of the magazine in which the article appeared.

_____6. The Readers' Guide tells you the author of the article.

_____7. The Readers' Guide tells you the page numbers of the article in the magazine.

_____8. The Readers' Guide tells you the title of the article.

_____9. The Readers' Guide tells you if the article has any illustrations.

____10. The Readers' Guide tells you if the article is hard or easy to read.

Name ______________________________

Section ____________________________

Teacher ____________________________

USING THE ATLAS: LESSON 17

DIRECTIONS: Go to the library and find an atlas. Write the name of the atlas here ______________________________ and answer the following questions:

1. What is the atlas used for? ____

   ____

2. How many different kinds of them are there in your library? ________________

3. Finding a place in the atlas is very similar to using the INDEX in a book. Some atlases will use letters as guide numbers while others will use letters and numbers or only numbers as guides to finding a location. Turning to the INDEX find the following places and fill in the information requested.

   a. Berlin, Germany, is found on page _____ using guide numbers _______________.

   b. Minneapolis, Minnesota, is found on page _____ using guide numbers __________.

   c. The island of Guam is found on page _____ using guide numbers _____________.

   d. The Red Sea is found on page _____ using guide numbers ____________________.

4. What other information does the atlas you are using give you? _______________

   ____

   ____

   ____

   ____

5. Using a recent newspaper, find the location of one of the places in the news and tell where it is located. Answer this question like question number 3.

   ____

   ____

   ____

Name ____________________________________

Section __________________________________

Teacher __________________________________

USING THE ATLAS: LESSON 18

DIRECTIONS: Go to the library and find an atlas. Write the name of the atlas here __________________________________ and answer the following questions:

1. What is the atlas used for? ____

2. How many different kinds of them are there in your library? __________________

3. Finding a place in the atlas is very similar to using the INDEX in a book. Some atlases will use letters as guide numbers while others will use letters and numbers or only numbers as guides to finding a location. Turning to the INDEX, find the following places and fill in the information requested.

   a. Washington, D.C., is found on page______using guide numbers____________________

   b. The Atlas Mountains are found on page ______using guide numbers ______________

   c. Volgagrad is found on page ______using guide numbers ________________________

   d. The island of Elba is found on page _________using guide numbers ______________

4. What other information does the atlas you are using give you? ____

5. Using a recent newspaper, find the location of one of the places in the news and tell where it is located. Answer this question like question number 3.

____

Name ______________________________

Section ____________________________

Teacher ____________________________

MAKING A GENERAL SEARCH: LESSON 19

DIRECTIONS: Go to the library and find a (check one) ____book ____map ____magazine article ____ encylopedia on the following topic (teachers adds topic): ______________________________

1. Briefly tell how you completed this assignment. (example: First, I went to the card catalog and looked under "dogs.")

____

____

____

____

____

____

2. I had trouble with this search and had to ask the librarian for help. The librarian suggested I ____

____

____

____

____

3. Questions I have about finding books, etc., in the library. ________________

____

____

____

____

4. I FOUND IT ! ! ! ! ! ! HERE IT IS !!!!!!! Be sure to bring the book, map, magazine or encyclopedia to your teacher for credit.

Name ______________________________

Section ______________________________

Teacher ______________________________

USING GOVERNMENT/COMMUNITY AGENCIES: LESSON 20

You will need a phone book

DIRECTIONS: Read the following information and answer the questions.

Because the services offered by many community agencies as well as government overlap, you may often be confused when seeking help. A rule of thumb is to always begin with the local government and then move up through the county and state to the federal.

When dealing with community agencies, a good place to begin is with either the topic, (i.e., cancer) or to call your local government center for a list of numbers.

Keeping the above in mind, find the answers to the following questions.

EXAMPLE: You need a building permit for an addition your house.

a. Which governmental body do you think will issue it?

Local -- City of New Hope

b. Place their address, department, and phone number here.

4401 Xylon Ave. No. Building Inspector -- 533-1521

1. Your driver's license expired and you need to renew it.

a. Which governmental body handles this? ______________________________

____

b. Give the address, department, and phone number here.

____

2. Your friend has come to visit you and would like to fish. He needs a fishing license.

a. Which governmental body handles this? ______________________________

b. Give the address, department, and phone number here. ________________

____

USING GOVERNMENT/COMMUNITY AGENCIES: LESSON 20

3. Your club would like to hold a picnic at Baker Park Preserve and you are to get the permit.

   a. Which governmental body handles this? ______________________________

   b. Give the address, department, and phone number here. ________________

   ____

4. You received a traffic ticket in Minneapolis and do not know where to go to pay it.

   a. Which governmental body handles this? ______________________________

   b. Give the address, department, and phone number here. ________________

   ____

5. You would like to become a foster parent for children needing a place to stay.

   a. Which governmental body handles this? ______________________________

   b. Give the address, department, and phone number here. ________________

   ____

LOCATING INFORMATION/Using Community Resources

Name ______________________

Section ______________________

Teacher ______________________

USING GOVERNMENT/COMMUNITY AGENCIES: LESSON 21

You will need a phone book

DIRECTIONS: Now that you are more familiar with finding information, find an organization (private or governmental) for the following:

PROBLEM	ORGANIZATION	PHONE NUMBER
1. Information about cancer		
2. Information about your heart		
3. A place for your hockey team to practice		
4. A license for a new motorcycle		
5. Fire (your area)		
6. Snowplowing		
7. Getting your street plowed/ repaired		
8. A big hole in Hennepin County Road 2		
9. Kindergarten for your five-year-old		
10. Whether a certain business is OK		

Name ______________________________

Section ____________________________

Teacher ____________________________

USING GOVERNMENT/COMMUNITY AGENCIES: LESSON 22

You will need a phone book

DIRECTIONS: Find an organization and phone number for the following:

PROBLEM	ORGANIZATION	PHONE NUMBER
1. You just had an accident in Minneapolis and need the report of it for your insurance.		
2. You need help in filling out your state income tax.		
3. Your dog is lost.		
4. You have just arrived in Minneapolis and need help to live.		
5. Your car broke down and you need information about the bus.		
6. There is a fire in your area.		
7. A storm has knocked out your electricity.		
8. Your street is flooded from a broken fire hydrant.		
9. Your apartment building is run down, full of rats, etc. You need help.		
10. You need a new phone.		

Name ____________________________

Section ____________________________

Teacher ____________________________

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 23

The method by which information or data is presented depends upon what point a person is trying to make. Sometimes you might wish to present your information by writing it in paragraphs; other times a chart or a particular type of graph might suit your purpose better.

Information about average food costs for families is presented using different reporting methods. The first example is a newspaper article. Using this method the author is able to give figures and other data and to explain what they mean. Read the article and answer the questions which follow.

AVERAGE FOOD COSTS FOR FAMILY REACHES NEW HIGH OF $53 WEEKLY

Food costs have risen dramatically in the United States, taking an ever larger bite out of the average American family's income.

The latest audit of weekly food expenditures shows that the average amount spent across the United States is $53. The figure represents a $3 increase over last year. Over a period of a year this amounts to an increase of $159 for each family.

In 1949 the average family figure was $25. The amount rose at a relatively moderate pace for the next two decades. In 1959 the figure had reached $29. By 1969, families were spending $33 weekly. During the last ten years, the increase has been dramatic -- from $33 in 1969 to $53 today -- a 62 percent increase.

These figures are based on interviews with non-farm families who are 18 years and older. Interviews took place in more than 300 scientifically selected localities across the nation during the period of February 2-5.

LOCATING INFORMATION/Using Multiple Sources of Information

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 23

1. In 1979 the average family spent \$53 weekly on food, which was a \$______________ increase per week over the previous year.
2. The increase in food expenditures over 1978 amounts to \$ _________ a year.
3. The increase in food expenditures in the last 10 years amounted to ___________ percent increase.

U. S. WEEKLY FAMILY FOOD EXPENDITURES

1949 - 1979

Source: MPLS. TRIBUNE, 1979

YEAR	AMOUNT
1979	\$53
1969	33
1959	29
1949	25

1. In the year 1959, weekly food expenditures were \$ ___________.

2. In the year 1969, weekly food expenditures were \$ ___________.

3. In 1979 families spent \$ _______ more weekly than they did in 1969.

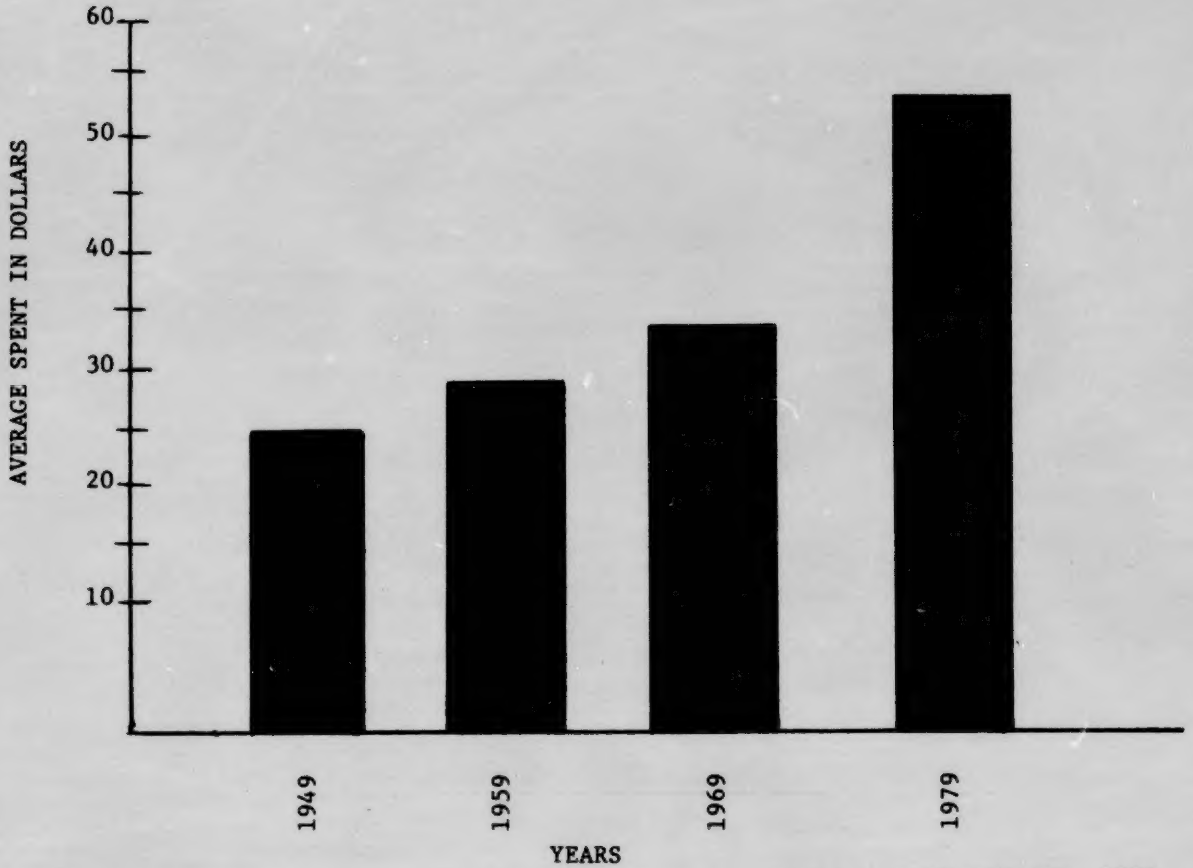
LOCATING INFORMATION/Using Multiple Sources of Information

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 23

A bar graph creates a picture in your mind. This bar graph of weekly food expenditures compares food expenditures over the 30-year period in a way that the reader will remember.

U. S. WEEKLY FAMILY FOOD EXPENDITURES

1949 - 1979



Source: MPLS TRIBUNE, 1979

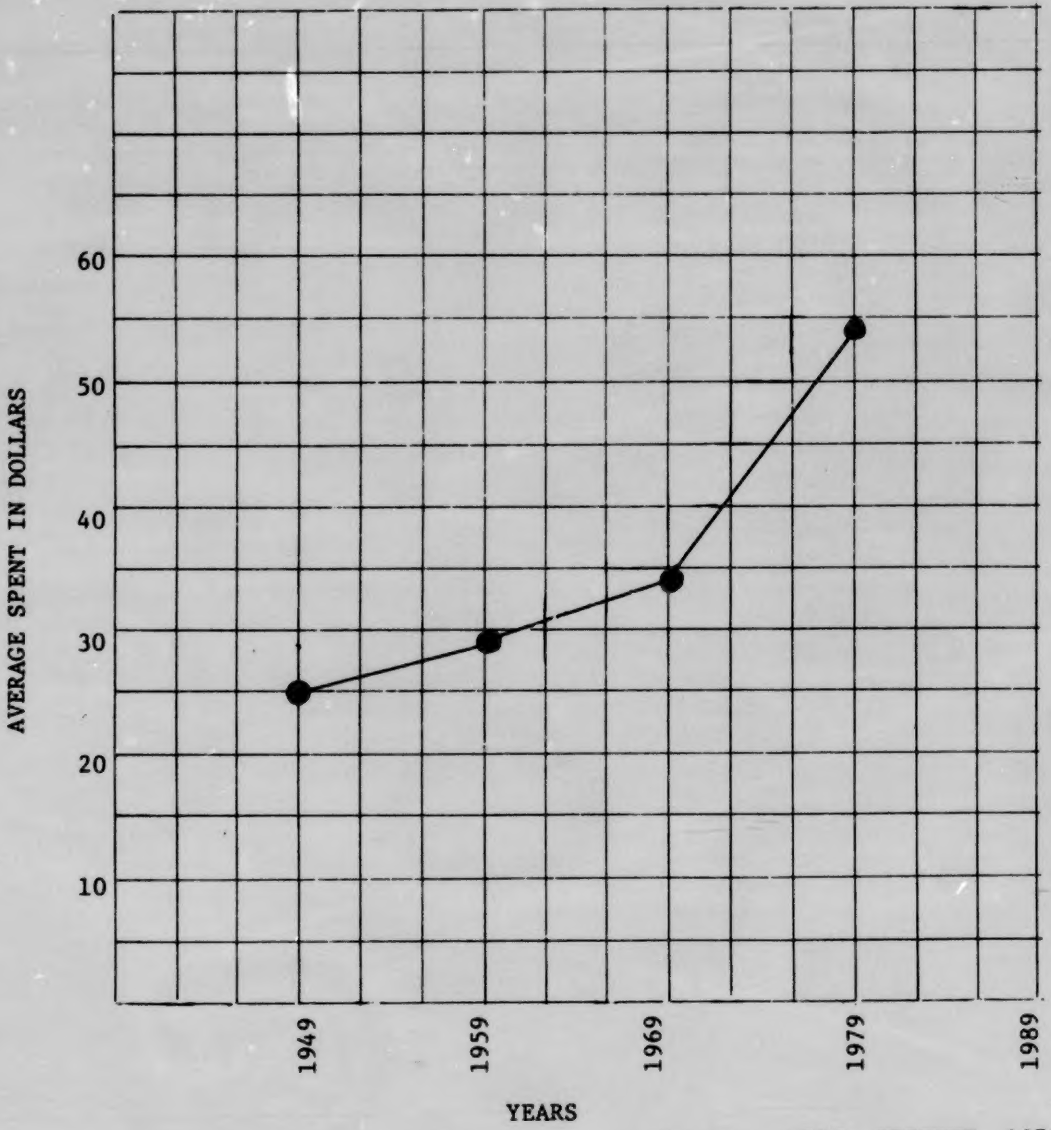
1. The increase in weekly food expenditures was sharpest between 19 ___ and 19 ___.

2. Weekly food expenditures doubled between 19 ___ and 19 ___.

Weekly food expenditures would probably be shown in a line graph if the author wanted to show a trend.

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 23

U. S. WEEKLY FAMILY FOOD EXPENDITURES
1949 - 1979



Source: MPLS. TRIBUNE, 1979

1. This graph shows that weekly food expenditures have _______________ since 1949.

2. The sharpest increase in food expenditures occurred after _______________.

3. Based on the trend shown by the graph, one could probably conclude that food expenditures in 1989 would _______________________________________.

Name ______________________________

Section ____________________________

Teacher ____________________________

CHARTS: LESSON 24

Charts are used to organize information when you wish to have exact figures or data. They present the figures or information clearly so that you can quickly and easily find what you wish to know.

Charts must include the following:

Title -- to tell you what it is about.

Source -- to tell you where the information came from.

Date -- to tell you when the chart was made.

Column Titles -- the columns run up and down and each must have a title to tell what information is being given in that column.

Charts are used frequently in newspapers. You expect the sports writers to give you standings of teams in charts. Other important information, such as cost-of-living increases, is given in charts as well. Such data is found throughout newspapers and books in chart form so you can quickly and easily find the exact information.

Charts are sometime called tables, usually when they just list information. They can be called schedules, such as bus schedules or airline schedule. Whether called chart, table, or schedule, they present information clearly and in a manner easy to grasp and to understand.

Using the following chart, answer the questions listed below.

TOTAL OUTPUT, INCOME, AND SPENDING
GROSS NATIONAL PRODUCT - 1968-78

(Billions of current dollars; quarterly data at seasonally adjusted annual rates)

Period	Gross national product	Personal consumption expenditures	Gross private domestic investment	Exports and imports of goods and services			Government purchases of goods and services					Final sales
				Net exports	Exports	Imports	Total	Federal			State and local	
								Total	National defense [1]	Nondefense		
1968.......	868.5	535.9	131.5	2.3	49.9	47.7	198.7	98.0	76.9	21.2	100.7	860.8
1969.......	935.5	579.7	146.2	1.8	54.7	52.9	207.9	97.5	76.3	21.2	110.4	926.2
1970.......	982.4	618.8	140.8	3.9	62.5	58.5	218.9	95.6	73.5	22.1	123.2	978.6
1971.......	1,063.4	668.2	160.0	1.6	65.6	64.0	233.7	96.2	70.2	26.0	137.5	1,057.1
1972.......	1,171.1	733.0	188.3	-3.3	72.7	75.9	253.1	102.1	73.5	28.6	151.0	1,161.7
1973.......	1,306.6	809.9	220.0	7.1	101.6	94.4	269.5	102.2	73.5	28.7	167.3	1,288.6
1974.......	1,412.9	889.6	214.6	6.0	137.9	131.9	302.7	111.1	77.0	34.1	191.5	1,404.0
1975.......	1,528.8	979.1	190.9	20.4	147.3	126.9	338.4	123.1	83.7	39.4	215.4	1,539.6
1976.......	1,700.1	1,090.2	243.0	7.4	163.2	155.7	359.5	129.9	86.8	43.1	229.6	1,689.9
1977.......	1,887.2	1,206.5	297.8	-11.1	175.5	186.6	394.0	145.1	94.3	50.8	248.9	1,871.6
1978.......	2,106.9	1,340.4	344.6	-12.0	204.8	216.8	434.0	153.7	99.5	54.2	280.2	2,091.4
1977: I....	1,806.8	1,167.7	272.5	-8.5	170.9	179.4	375.0	138.3	91.9	46.4	236.7	1,796.5
II...	1,867.0	1,188.6	295.6	-5.9	178.1	184.0	388.8	142.9	93.7	49.3	245.9	1,850.0
III..	1,916.8	1,214.5	309.7	-7.0	180.8	187.8	399.5	146.8	94.4	52.4	252.7	1,894.9
IV..	1.958.1	1,255.2	313.5	-23.2	172.1	195.2	412.5	152.2	97.1	55.1	260.3	1,945.0
1978: I....	1,992.0	1,276.7	322.7	-24.1	181.7	205.8	416.7	151.5	97.9	53.6	265.2	1,975.3
II...	2,087.5	1,322.9	345.4	-5.5	205.4	210.9	424.7	147.2	98.6	48.6	277.6	2,067.4
III..	2,136.1	1,356.9	350.1	-10.7	210.1	220.8	439.8	154.0	99.6	54.5	285.8	2,122.5
IV...	2,212.1	1,405.1	360.1	-7.8	222.0	229.7	454.6	162.3	102.1	60.2	292.3	2,200.5

[1] This category corresponds closely with budget outlays for national defense.

Source: Department of Commerce,
Bureau of Economic Analysis (1979)

1 This chart gives the Gross National Product for the years _______ to _______.

2. A breakdown into quarters is given for the years _______ and _______.

3. The figures are given in billions of current ______________.

4. Imports exceeded 200 billion dollars by __________.

5. Exports exceeded 100 billion dollars by __________.

6. Total government purchases of goods and services in 1974 was __________ billion of dollars.

Name ____________________________

Section __________________________

Teacher __________________________

CHARTS: LESSON 25

Charts are used to organize information when you wish to have exact figures or data. They present the figures or information clearly so that you can quickly and easily find what you wish to know.

Charts must include the following:

Title -- to tell you what it is about,

Source -- to tell you where the information came from.

Date -- to tell you when the chart was made.

Column Titles -- the columns run up and down and each must have a title to tell what information is being given in that column.

Charts are used frequently in newspapers. You expect the sports writers to give you standings of teams in charts. Other important information, such as cost-of-living increases, is given in charts as well. Such data is found throughout newspapers and books in chart form so you can quickly and easily find the exact information.

Charts are sometime called tables, usually when they just list information. They can be called schedules, such as bus schedules or airline schedules. Whether called chart, table, or schedule, they present information clearly and in a manner easy to grasp and to understand.

Using the following chart, answer the questions listed below.

SELECTED UNEMPLOYMENT RATES
(Monthly data seasonally adjusted)

Period	Unemployment rate (percent of civilian labor force in group)										Labor force time lost (percent)[1]
	Total (all civilian workers)	By sex and age			By race		By selected groups				
		Men 20 years and over	Women 20 years and over	Both sexes 16-19 years	White	Black and other	Experienced wage and salary workers	Household heads	Full-time workers	Part-time workers	
1974	5.6	3.8	5.5	16.0	5.0	9.9	5.3	3.3	5.1	8.6	6.1
1975	8.5	6.7	8.0	19.9	7.8	13.9	8.2	5.8	8.1	10.3	9.1
1976	7.7	5.9	7.4	19.0	7.0	13.1	7.3	5.1	7.3	10.1	8.3
1977	7.0	5.2	7.0	17.7	6.2	13.1	6.6	4.5	6.5	9.8	7.6
1978	6.0	4.2	6.0	16.3	5.2	11.9	5.6	3.7	5.5	9.0	6.5
1978: Jan	6.3	4.6	6.2	16.4	5.5	12.8	5.9	3.9	5.9	9.1	6.8
Feb	6.1	4.5	5.8	17.2	5.4	11.9	5.7	3.7	5.7	8.6	6.6
Mar	6.2	4.5	5.9	17.0	5.3	12.5	5.7	3.8	5.6	9.4	6.7
Apr	6.1	4.3	6.0	16.7	5.2	12.0	5.6	3.7	5.5	9.4	6.5
May	6.1	4.2	6.2	16.5	5.3	12.3	5.7	3.8	5.6	9.2	6.6
June	5.8	4.0	6.1	15.1	5.0	12.0	5.4	3.7	5.3	9.0	6.5
July	6.1	4.1	6.4	16.3	5.2	12.3	5.7	3.8	5.7	8.9	6.8
Aug	5.9	4.1	5.9	15.7	5.2	11.5	5.5	3.7	5.4	8.7	6.5
Sept	5.9	4.1	5.9	16.3	5.2	11.3	5.6	3.6	5.4	8.8	6.4
Oct	5.8	4.0	5.6	16.2	5.1	11.3	5.4	3.5	5.2	9.0	6.2
Nov	5.8	3.9	5.8	16.2	5.0	11.7	5.4	3.4	5.2	8.9	6.2
Dec	5.9	4.1	5.8	16.5	5.2	11.5	5.6	3.5	5.3	9.2	6.2
1979 Jan	5.8	4.0	5.7	15.7	5.1	11.2	5.4	3.4	5.2	9.1	6.2

[1] Aggregate hours lost by the unemployed and persons on part-time for economic reasons as percent of potentially available labor force hours.

Source: Department of Labor,
Bureau of Labor Statistics. 1979

1. This chart gives unemployment rates for the period ________ to ________.

2. A monthly breakdown of unemployment rates is given for the year ________.

3. The unemployment rate is broken down in this chart into how many groups by sex and age?______
by race? ______
by selected groups? ______

4. For total workers as well as every group given, unemployment was highest in which year ?___ ____

5. In January of 1979, the percentage of unemployment was lowest for which group? ________________.

Name ____________________

Section ____________________

Teacher ____________________

CHARTS: LESSON 26

Charts are used to organize information when you wish to have exact figures or data. They present the figures or information clearly so that you can quickly and easily find what you wish to know.

Charts must include the following:

Title -- to tell you what it is about.

Source -- to tell you where the information came from.

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Using the following chart, answer the questions listed below.

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 26

PERCENTAGE INCREASES IN CONSUMER PRICE INDEX

	1961-70	1971	1972	1973	1974	1975*
Canada	2.7	2.9	4.8	7.5	11.0	10.8
United States	2.8	4.3	3.3	6.2	11.0	9.1
Japan	5.7	6.3	4.9	11.7	23.2	11.2
Australia	+ 4.0	6.1	5.8	9.4	15.1	14.5
Belguim	3.0	4.3	5.5	7.0	12.7	12.8
Denmark	5.9	5.5	6.9	9.3	15.0	10.8
Finland	5.1	6.0	7.5	10.5	17.5	17.6
France	4.0	5.5	5.9	7.3	13.7	11.7
West Germany	2.7	5.3	5.5	6.9	7.0	5.8
Iceland	12.1	7.0	9.3	20.5	43.3	51.5
Italy	3.9	5.0	5.6	10.4	19.4	17.0
Netherlands	4.3	7.5	7.8	8.0	9.6	10.6
Norway	4.6	6.0	7.5	7.0	9.8	11.9
Sweden	4.1	2.8	6.5	6.1	13.8	9.0
Switzerland	3.3	6.6	6.7	8.7	9.8	6.6
United Kingdom	4.1	9.5	6.8	8.3	16.0	23.0

* Estimated

+ Percentage increase 1970 over 1969, no earlier figures available.

The increases are the percentage by which the average index figure for each calendar year exceeds that for the previous year.

Source: OECD "Main Economic Indicators," 1970 and December, 1975.

1. In this chart, the percentage increases are shown in the ________________.

2. The period for which these increases are shown is _______ to __________.

3. The increases are the percentage by which the average index figure for each year ________________ that for the previous year.

4. Iceland shows the greatest increase in the Consumer Price Index for 1975. This was ______________.

5. Which country showed the greatest increase over the preceding year in 1973?

________________________.

6. Which two countries showed the least percentage increase in the period 1961-70?

______________________________ and ______________________________.

Name ______________________

Section ______________________

Teacher ______________________

CHARTS: LESSON 27

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Using the following chart, answer the questions listed below.

PURCHASING POWER OF THE DOLLAR: 1940 to 1978

1967 = $1.00. Producer prices prior to 1961, and consumer prices prior to 1964, exclude Alaska and Hawaii. Obtained by dividing the average price index for the 1967 period (100.0) by the price index for a given period and expressing the result in dollar and cents.

YEAR	MONTHLY AVERAGE AS MEASURED BY -		YEAR	MONTHLY AVERAGE AS MEASURED BY -		YEAR	MONTHLY AVERAGE AS MEASURED BY -	
	Producer prices	Consumer prices		Producer prices	Consumer prices		Producer prices	Consumer prices
1940.....	2.469	2.381	1956.....	$1.103	$1.229	1968.....	$ .976	$ .960
1945.....	1.832	1.855	1957.....	1.072	1.186	1969.....	.939	.911
1946.....	1.605	1.709	1958.....	1.057	1.155	1970.....	.906	.860
1947.....	1.307	1.495	1959.....	1.055	1.145	1971.....	.877	.824
1948.....	1.208	1.387	1960.....	1.054	1.127	1972.....	.840	.798
1949.....	1.271	1.401	1961.....	1.058	1.116	1973.....	.742	.752
1950.....	1.222	1.387	1962.....	1.055	1.104	1974.....	.625	.678
1951.....	1.098	1.285	1963.....	1.058	1.091	1975.....	.572	.621
1952.....	1.129	1.258	1964.....	1.056	1.076	1976.....	.515	.587
1953.....	1.144	1.248	1965.....	1.035	1.058	1977.....	.515	.551
1954.....	1.142	1.242	1966.....	1.002	1.029	1978,		
1955.....	1.139	1.247	1967.....	1.000	1.000	May....	.481	.518

Source: U. S. Bureau of Labor Statistics. Monthly data in U. S. Bureau of Economic Analysis, Survey of Current Business. 1979

1. This chart shows the purchasing power of the dollar in the U.S. from __________ to ____________.

2. The base period is given in the title as ____________.

3. The source of this data is ____.

4. The chart gives the monthly average as measured by _________________ prices and ___________________ prices.

5. The dollar would buy about five times as much in 1940 as it would in ___________________.

6. The producer prices from 1968 to 1978 show a steady _____________________________.

LOCATING INFORMATION/Using Multiple Sources of Information

Name ______________________________

Section ____________________________

Teacher____________________________

CHARTS: LESSON 28

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Using the folowing chart, answer the questions listed below.

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 28

POPULATION

Area and Population of the United States: 1790 to 1970

Year	Land area[1] (square miles)	Population		
			Increase from preceding census	
		Number	Number	Percent[2]
1970[3]......	3,536,855	203,235,298	23,912,123	13.3
1960......*	3,540,911	179,323,175	28,625,814	19.0
1960......	2,968,054	178,464,236	27,766,875	18.4
1950......	2,974,726	150,697,361	19,028,086	14.5
1940......	2,977,128	131,669,275	8,894,229	7.2
1930......	2,977,128	122,775,046	17,064,426	16.1
1920......	2,969,451	105,710,620	13,738,354	14.9
1910......	2,969,565	91,972,266	15,977,691	21.0
1900......	2,969,834	75,994,575	13,046,861	20.7
1890......	2,969,640	62,947,714	12,791,931	25.5
1880......	2,969,640	50,155,783	10,337,334	26.0
1870......	2,969,640	39,818,499	8,375,128	26.6
1860......	2,969,640	31,443,321	8,251,445	35.6
1850......	2,940,042	23,191,876	6,122,423	35.9
1840......	1,749,462	17,069,453	4,203,433	32.7
1830......	1,749,462	12,866,020	3,227,567	33.5
1820......	1,749,462	9,638,453	2,398,572	33.1
1810......	1,681,828	7,239,881	1,931,398	33.4
1800......	864,746	5,308,483	1,379,269	35.1
1790......	864,746	3,929,214	(X)	(X)

Source: Dept. of Commerce, Bureau of the Census 1978

* Denotes first year for which figures include Alaska and Hawaii.

X Not applicable.

[1] Gross area (including inland water) in square miles: 1790-1800 -- 888,811: 1810 -- 1,716,003; 1820-1840 -- 1,788,006; 1850 -- 2,992,747; 1860-1950 -- 3,022,387; 1960 conterminous -- 3,022,261;1960 including Alaska and Hawaii -- 3,615,123;1970 -- 3,615,122.

[2] Based on interval since preceding census which is not always exactly 10 years.

[3] Official resident population. 1970 census tables show a population of 203,211,926. The net difference of 23,372 reflects errors found after the tabulations were completed.

1. This chart gives data about the ____________ and population of the U.S.

2. The chart gives information from 1790 to 1970 in __________ year intervals.

3. The information comes from the ____ .

4. The land area of the United States reached 1,681,828 square miles in _____________ .

5. Population of the United States exceeded 50 million by what year? ________________ .

6. The largest percent increase from the preceding census of population is found in the year __________________.

Name ______________________________

Section ___________________________

Teacher ___________________________

CHARTS: LESSON 29

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Using the following chart, answer the questions listed below.

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LOCATING INFORMATION/Using Multiple Sources of Information

INTRODUCTION TO CHARTS AND GRAPHS: LESSON 29

Series A 6-8. Annual Population Estimates for the United States: 1790 to 1970

(In thousands. As of July 1. 1960-1970, preliminary)

Year	Total including Armed Forces overseas 6	Total resident population 7	Civilian resident population 8
1970	204,879	203,810	201,722
1969	202,677	201,385	199,145
1968	200,706	199,399	197,113
1967	198,712	197,457	195,264
1966	196,560	195,576	193,420
1965	194,303	193,526	191,605
1964	191,889	191,141	189,141
1963	189,242	188,483	186,493
1962	186,538	185,771	183,677
1961	183,691	182,992	181,143
1960	180,671	179,979	178,140
1959 *	177,830	177,135	175,277
1959	177,073	176,289	174,521
1958	174,141	173,320	171,485
1957	171,274	170,371	168,400
1956	168,221	167,306	165,373
1955	165,275	164,308	162,311
1954	162,391	161,164	159,059
1953	159,565	158,242	155,975
1952	156,954	155,687	153,292
1951	154,287	153,310	151,009
1950	151,684	151,235	150,203
1949	149,188	148,665	147,578
1948	146,631	146,093	145,168
1947	144,126	143,446	142,566
1946	141,389	140,054	138,385
1945	139,928	132,481	127,573
1944	138,397	132,885	126,709
1943	136,739	134,245	127,499
1942	134,860	133,920	130,942
1941	133,402	133,121	131,595
1940	132,122	131,954	131,658
1939	131,028	130,880	130,683
1938	129,969	129,825	129,635
1937	128,961	128,825	128,639
1936	128,181	128,053	127,879
1935	127,362	127,250	127,099
1934	126,485	126,374	126,228
1933	125,690	125,579	125,436
1932	124,949	124,840	124,694
1931	124,149	124,040	123,886
1930	123,188	123,077	122,923

Year	Total resident population 7	Year	Total resident population 7	Year	Total resident population 7	Year	Total resident population 7
1929	121,767	1894	68,275	1859	30,687	1824	10,924
1928	120,509	1893	66,970	1858	29,862	1823	10,596
1927	119,035	1892	65,666	1857	29,037	1822	10,268
1926	117,397	1891	64,361	1856	28.212	1821	9,939
1925	115,829	1890	63,056	1855	27,386	1820	9,618
1924	114,109	1889	61,775	1854	26,561	1819	9,379
1923	111,947	1888	60,496	1853	25,736	1818	9,139
1922	110,049	1887	59,217	1852	24,911	1817	8,899
1921	108,538	1886	57,938	1851	24,086	1816	8,659
1920	106,461	1885	56,658	1850	23,261	1815	8,419
1919 [1]	104,514	1884	55,379	1849	22,631	1814	8,179
1918 [1]	103,208	1883	54,100	1848	22,018	1813	7,939
1917 [1]	103,268	1882	52,821	1847	21,406	1812	7,700
1916	101,961	1881	51,542	1846	20,794	1811	7,460
1915	100,546	1880	50,262	1845	20,182	1810	7,224
1914	99,111	1879	49,208	1844	19,569	1809	7,031
1913	97,225	1878	48,174	1843	18,957	1808	6,838
1912	95,335	1877	47,141	1842	18,345	1807	6,644
1911	93,863	1876	46,107	1841	17,733	1806	6,451
1910	92,407	1875	45,073	1840	17,120	1805	6,258
1909	90,490	1874	44,040	1839	16,684	1804	6,065
1908	88,710	1873	43,006	1838	16,264	1803	5,872
1907	87,008	1872	41,972	1837	15,843	1802	5,679
1906	85,450	1871	40,938	1836	15,423	1801	5,486
1905	83,822	1870	39,905	1835	15,003	1800	5,297
1904	82,166	1869	39,051	1834	14,582	1799	5,159
1903	80,632	1858	38,213	1833	14,162	1798	5,021
1902	79,163	1867	37,376	1832	13,742	1797	4,883
1901	77,584	1866	36,538	1831	13,321	1796	4,745
1900	76,094	1865	35,701	1830	12,901	1795	4,607
1899	74,799	1864	34,863	1829	12,565	1794	4,469
1898	73,494	1863	34,026	1828	12,237	1793	4,332
1897	72,189	1862	33,188	1827	11,909	1792	4,194
1896	70,885	1861	32,351	1826	11,580	1791	4,056
1895	69,580	1860	31,513	1825	11,252	1790	3,929

---

* Denotes first year for which figures include Alaska and Hawaii.

[1] Total population, including Armed Forces overseas (in thousands): 1917 -- 103,414; 1918 -- 104,550; 1919 -- 105,063. Civilian population (in thousands): 1917 -- 102,796; 1918 -- 101,488; 1919 -- 104,158.

Source: Department of Commerce, Bureau of the Census 1978

1. This chart gives exact information on population in the U.S. from 1790 to_______.

2. In which year did the figures begin to include Alaska and Hawaii?_________.

3. In which year did the United States population reach 100 million?_________.

4. In which year did the total population, including persons in the Armed Forces living overseas, reach 200 million?___________.

5. In which year did the total population reach 10 million?____________.

Name______________________________

Section___________________________

Teacher___________________________

LINE GRAPHS: LESSON 30

Line graphs are the oldest and most commonly used of all types of graphs. The line graph shows trends, upward or downward changes, better than any other type of graph.

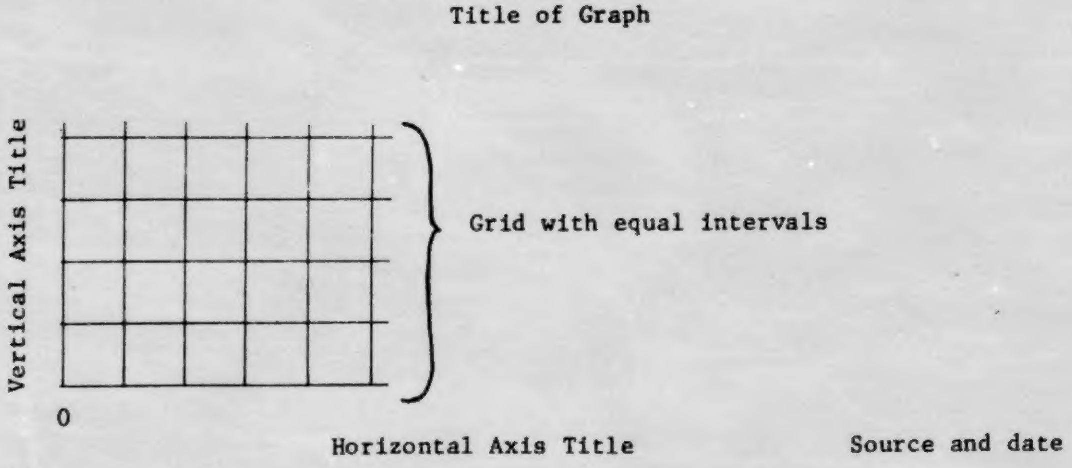
A line graph is made with evenly spaced lines going horizontally (across) and vertically (up and down). These lines combined form a pattern called a grid. The grid can be removed or made invisible in some line graphs, but the graph is based on them.

Information is placed on the grid by making dots. The dots are connected by a line, sometimes called a curve. When the curve goes up, an upward trend is seen. When the curve goes down, a downward trend is seen. Predictions or forecasts for the future can be made on the basis of the trend.

Line graphs must include the following:

Title — to tell you what it is about.
Source -- to tell you where the information or data came from.
Date -- to tell you when the graph was made.
Intervals which are equal -- These must be equal or the information will be misleading.
Vertical Axis Title -- side label. This axis must start with zero.
Horizontal Axis Title -- bottom label. Years or dates are almost always found on this axis. Sometimes the label "years" is omitted because the information is obvious.

LINE GRAPH A

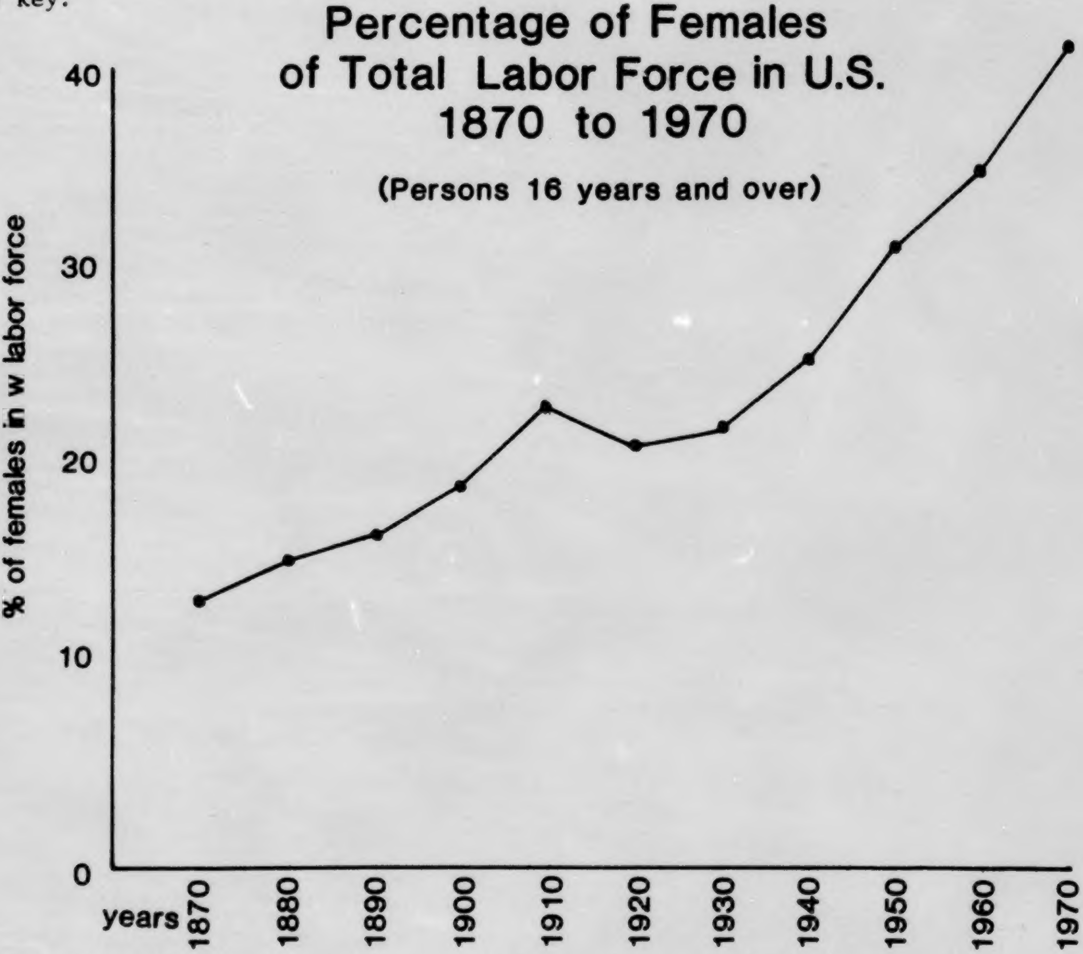


LINE GRAPHS: LESSON 30

A line graph with one curve has one variable. That is, information is given on only one thing. When there are two variables, there must be a key or each line must be labeled. Two variables indicate that information is given on two things. For example, a line graph on unemployment could show whether unemployment has risen or declined over a period of time. This would be a graph with one variable, unemployment of workers. Two variables could be introduced, such as race, to show white unemployment and black unemployment. This would be done to show a contrast in unemployment over a period of time between races as well as show a trend for both.

Reading graphs is not difficult if you follow certain steps. Look at the title to see what it is about. Then check to see what two things are being compared. You do this by checking the label on the horizontal axis (or bottom) and the vertical axis (or side.) Both of these should be labeled.

Check to see if there is a key. Be sure you understand what information is given in the key.



Percentage of Females of Total Labor Force in U.S. 1870 to 1970

(Persons 16 years and over)

Answer the questions which follow in order. This will help you to understand the graph.

LINE GRAPHS: LESSON 30

1. The graph shows the percentage of women in the total ______________________.
2. The data is given for females who are over the age of ______________________.
3. Information is given for the years 1870 to ______________________________.
4. The source of this information is the ________________________________.
5. The trend indicates the percentage of women in the total labor force is

   ______________________________.
6. By 1970 women made up over what percentage of workers in the U.S.?__________.
7. In 1930, what percentage of workers in the United States were women?

   ______________.

Name______________________________

Section____________________________

Teacher____________________________

LINE GRAPHS: LESSON 31

Line graphs are the oldest and most commonly used of all types of graphs. The line graph shows trends, upward or downward changes, better than any other type of graph.

A line graph is made with evenly spaced lines going horizontally (across) and vertically (up and down). These lines combined form a pattern called a grid. The grid can be removed or made invisible in some line graphs, but the graph is based on them.

Information is placed on the grid by making dots. The dots are connected by a line, sometimes called a curve. When the curve goes up, an upward trend is seen. When the curve goes down, a downward trend is seen. Predictions or forecasts for the future can be made on the basis of the trend.

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Horizontal Axis Title -- bottom label. Years or dates are almost always found on this axis. Sometimes the label "years" is omitted because the information is obvious.

Use the graph on the next page to answer these questions.

1. This graph presents information about increases in the ____________________.

2. It covers a time period of 1971 through ______________________________.

3. The graph shows ____________________ ____________________ for the years indicated.

4. The source is the ____.

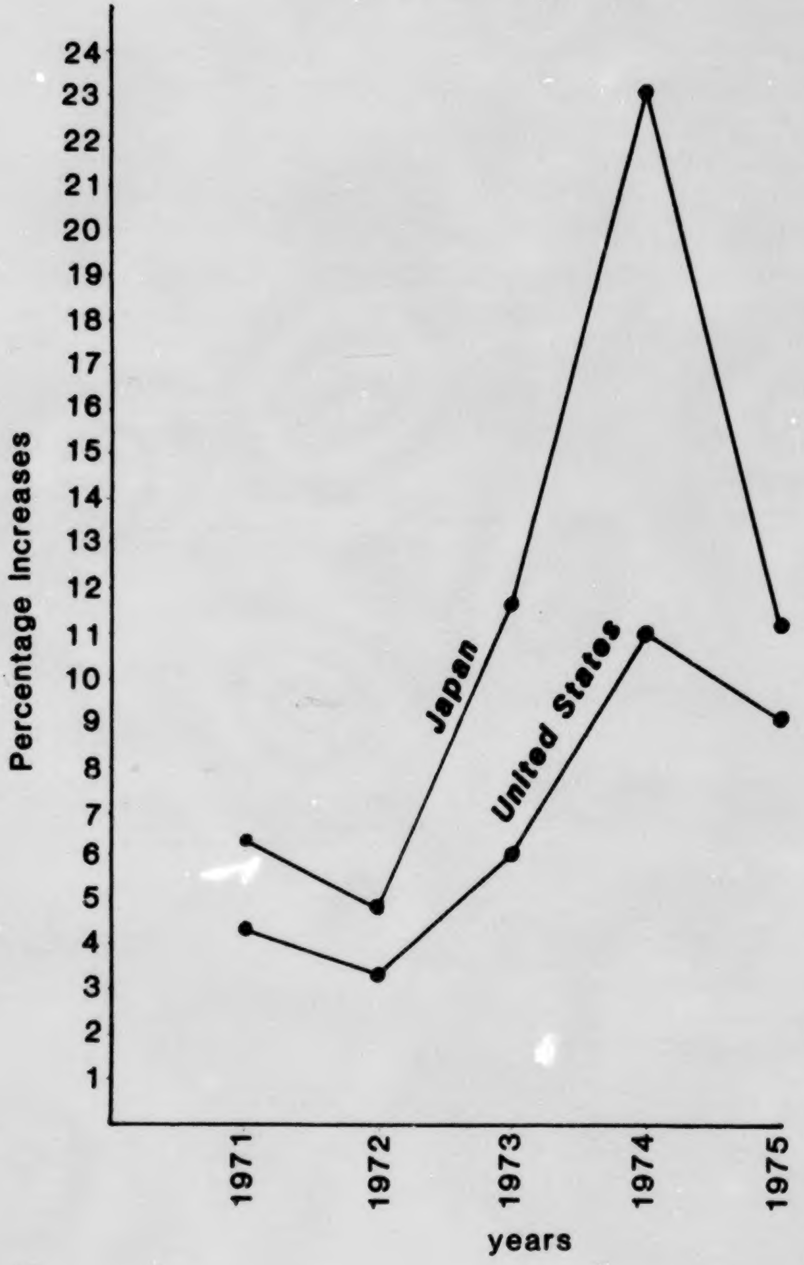
5. The two variables (or countries in this case) are __________________________ and ______________________________________.

6. The year in which Japan's percentage increase rose most sharply over the previous year was ______________________________.

7. You could predict from this data that 1976 would show a ______________________ in the percentage increase from the previous year.

LINE GRAPHS: LESSON 31

PERCENTAGE INCREASES
IN CONSUMER PRICE INDEX
1971-1975*
IN UNITED STATES AND JAPAN



Source: Bureau of Census
1978

NOTE: The increases are percentages by which the average index figure for each calendar year exceeds that for the previous year.

* Estimated

Name______________________________

Section______________________________

Teacher______________________________

LINE GRAPHS: LESSON 32

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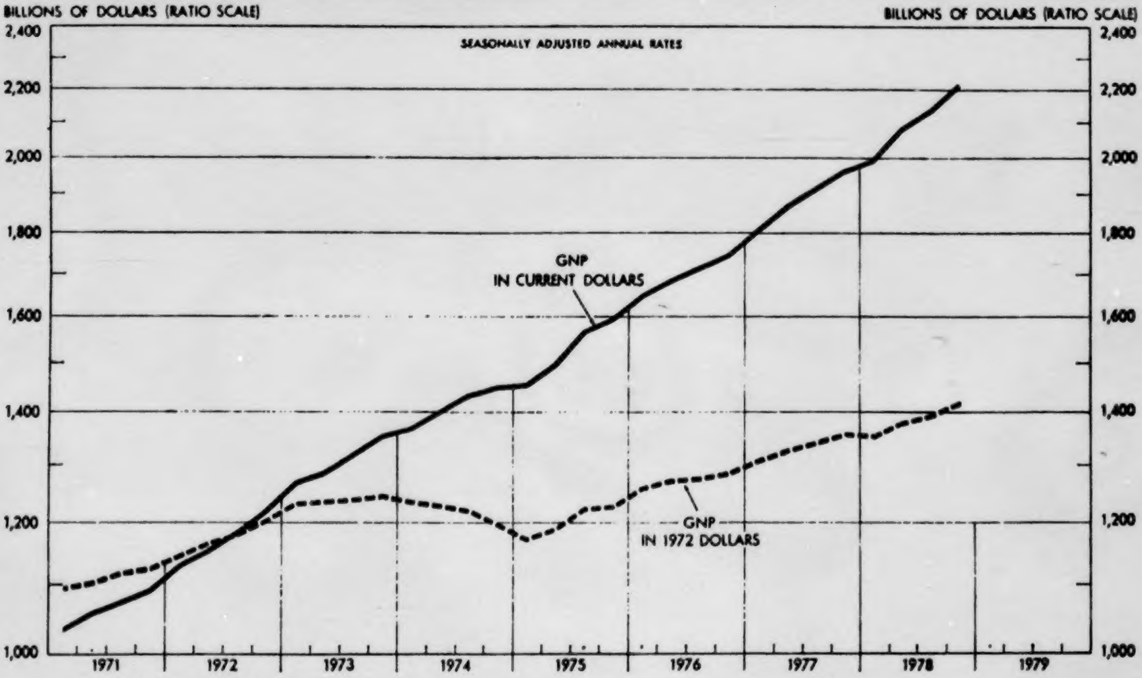
LINE GRAPHS: LESSON 32

TOTAL OUTPUT, INCOME, AND SPENDING

GROSS NATIONAL PRODUCT

According to revised estimates for the fourth quarter of 1978, gross national product rose $76.0 billion or 15.0 percent, both at annual rates. Real output (GNP adjusted for price changes) increased 6.4 percent from the third quarter level and the implicit price deflator rose at an 8.1 percent annual rate.



SOURCE: DEPARTMENT OF COMMERCE 1979

COUNCIL OF ECONOMIC ADVISERS

1. The data in this graph is concerned with ______________________________.

2. The graph shows the GNP in billions of dollars for the years ______________ through ________________.

3. Both variables shown indicate a trend for the GNP to __________________ in the next periods.

4. The gap between GNP in current dollars and GNP in 1972 dollars is __________.

Name________________________________

Section______________________________

Teacher______________________________

LINE GRAPHS: LESSON 33

Line graphs are the oldest and most commonly used of all types of graphs. The line graph shows trends, upward or downward changes, better than any other type of graph.

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Horizontal Axis Title -- bottom label. Years or dates are almost always found on this axis. Sometimes the label "years" is omitted because the information is obvious.

Answer these questions from the graph on the next page.

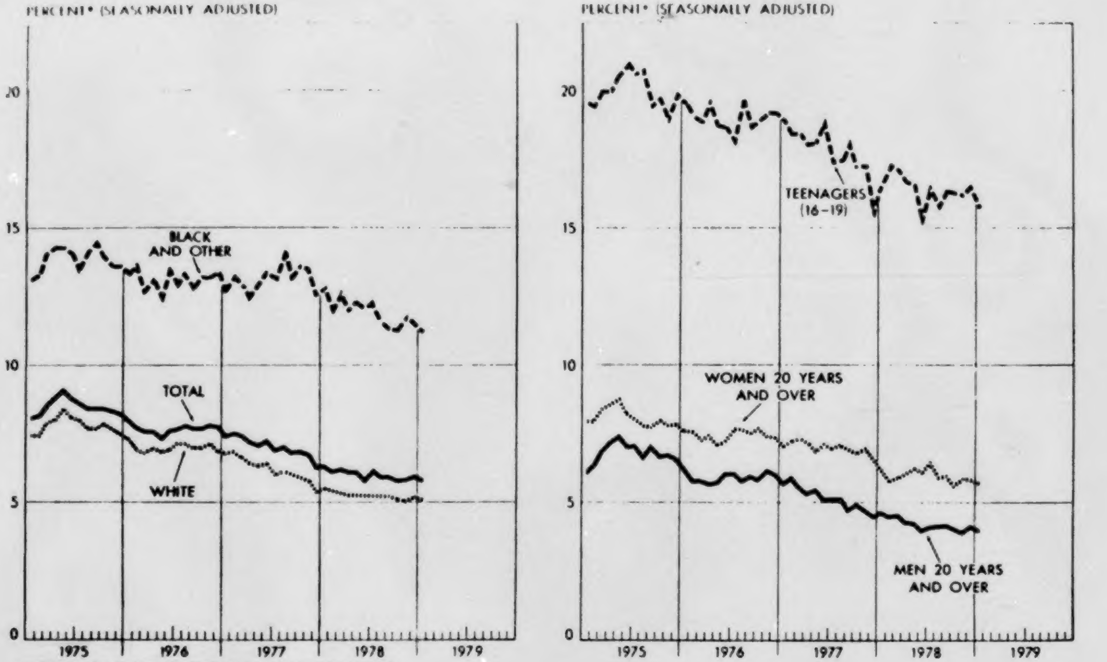
1. In the two graphs on unemployment rates, a total of ______________ variables are shown.
2. The left hand graph shows total unemployment, black and other races, and ______________________________unemployment.
3. Black unemployment in the United States for the period shown remains over what percentage?______________________________
4. The trend in unemployment among all groups shows a __________________________.
5. Unemployment is highest among which of the six variables?______________________
6. Using the two graphs, which of the groups has the lowest percentage unemployed?

____

LINE GRAPHS: LESSON 33

SELECTED UNEMPLOYMENT RATES

In January the seasonally adjusted unemployment rate decreased slightly to 5.8 percent. Teenage unemployment declined to 15.7 percent.



*UNEMPLOYMENT AS PERCENT OF CIVILIAN LABOR FORCE IN GROUP SPECIFIED.
SOURCE: DEPARTMENT OF LABOR 1979

COUNCIL OF ECONOMIC ADVISERS

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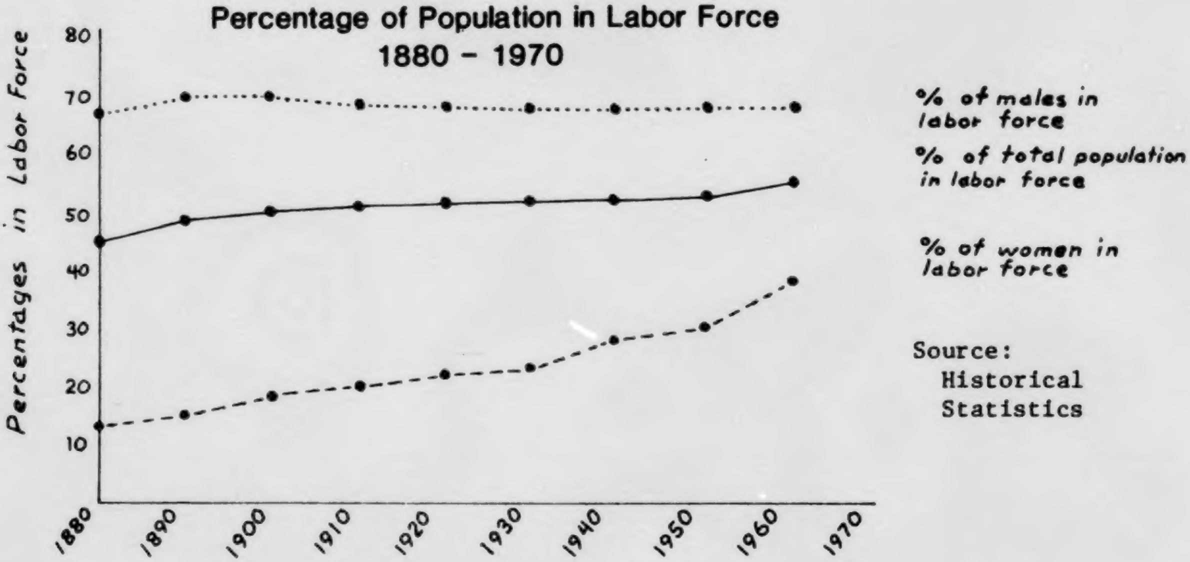
LINE GRAPHS: LESSON 34

TOPIC: The Labor Force 1880-1970

INTRODUCTION: A line graph is most often used to show trends -- upward or downward changes. A line graph is made with evenly spaced lines going horizontally (across) and vertically (up and down). The result of these lines forms a pattern called a grid. The data is put on the grid by making dots or points. A line or curve connects all the points on the graph.

ACTIVITY: Study the following line graph carefully and answer the questions by placing the correct answer in the blank.



Source:
Historical Statistics

____ 1. The percentages of the total population in the labor force increased from 45 percent in 1880 to 58 percent in 1970.

A. True B. False C. Correct answer cannot be determined from graph.

____ 2. The percentage of males in the labor force has remained almost constant from 1880 to 1970.

A. True B. False C. Correct answer cannot be determined from graph.

____ 3. More women are working today because inflation has made two incomes a necessity for most families.

A. True B. False C. Correct answer cannot be determined from graph.

LINE GRAPHS: LESSON 34

____ 4. In which of the following 10-year periods did the percentage of women in the labor force increase the most?

A. 1880-1890   B. 1920-1930   C. 1950-1960

____ 5. The total percentage of the population in the labor force will soon begin to decline because all of the women who seek work outside of the home will already be working.

A. True   B. False   C. Correct answer cannot be determined from graph.

____ 6. The number of male workers in the labor force in 1880 and in 1970 is almost the same.

A. True   B. False   C. Correct answer cannot be determined from graph.

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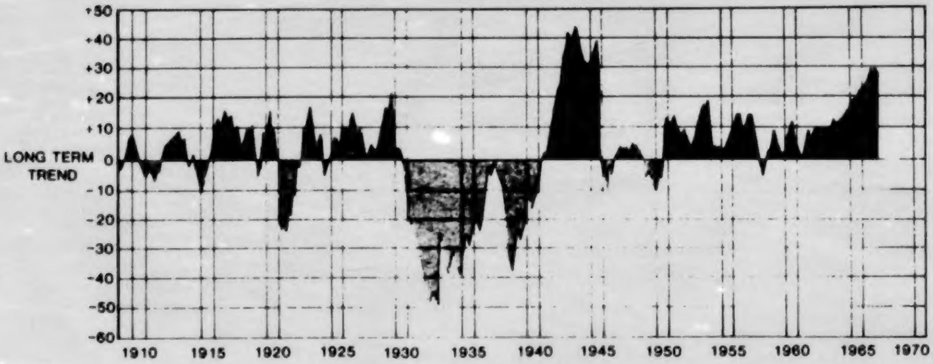
LINE GRAPHS: LESSON 35

TOPIC: Business cycles

Graphs are frequently used to help people see large amounts of information at one time. However, they must be read with care. Be careful to read the title and check the scales along the sides and bottom of the graph. This particular graph is a line graph that has been shaded to contrast its movements. Place an "X" by each of the statements that is true according to the information shown in this graph. Place a "Y" by each statement that is false according to the information shown in this graph.

X = true
Y = false
0 = cannot be proved from information in the graph

Percentage Changes in United States Industrial Output
1906-1966



Source: Cleveland Trust Company, Cleveland, Ohio

____ 1. In 1932-1933 the economy was producing at the lowest rate covered by the graph.

____ 2. During the "Great Depression" the economy started to recover and then returned to another low point.

____ 3. Unemployment changes at approximately the same time as production.

____ 4. During the period covered in the graph the growth in the economy has been smooth.

____ 5. During the 1920's the economy always grew at a faster rate than the long term trend.

LOCATING INFORMATION/Using Multiple Sources of Information

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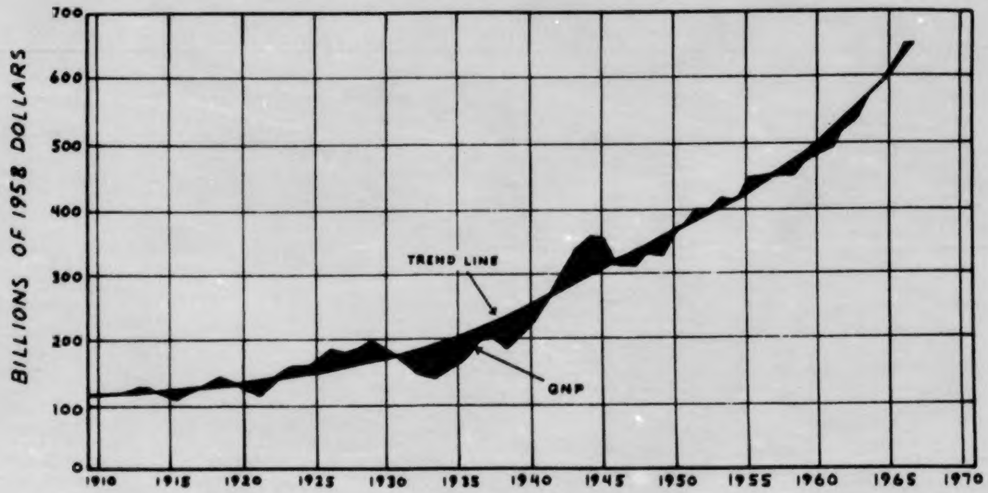
LINE GRAPHS: LESSON 36

TOPIC: Business cycles

Graphs are frequently used to help people see large amounts of information at one time. However, they must be read with care. Be careful to read the title and check the scales along the sides and bottom of the graph. This particular graph is a line graph that has been shaded to contrast its movements. Place an "X" by each of the statements that is true according to the information shown in this graph. Place a "Y" by each statement that is false according to the information shown in this graph.

X = true
Y = false
O = cannot be proved from information in the graph

UNITED STATES GROSS NATIONAL PRODUCT (GNP) TREND 1909-1966



Source: Department of Commerce

_____ 1. In 1932-1933 the economy was producing at the lowest rate covered by the graph.

_____ 2. Wars are associated with times of prosperity.

_____ 3. From 1960-1965 the economy continued to grow.

_____ 4. During the period covered in the graph, there has been no five-year period with a slowing down of the rate of growth.

_____ 5. Taking everything into consideration, the economy has grown over the time covered in the graph.

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INTRODUCTION TO BAR GRAPHS: LESSON 37

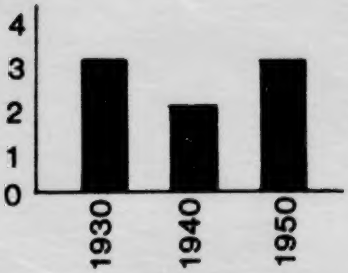
Information is presented in a bar graph when different items or changes in one item are to be compared. A bar graph is a device which compares data in a way that helps you to remember it. Sharp contrasts or changes are more easily seen in a bar graph than in a chart.

Bar graphs must have the following:

- Title -- this tells you what the information is about.
- Source -- this tells you where the information came from.
- Date -- this tells you when the graph was made.
- Intervals which are equal -- these and the spaces between the intervals must be equal or the information will be misleading.
- Zero line -- this keeps the information in proportion and gives a true picture.

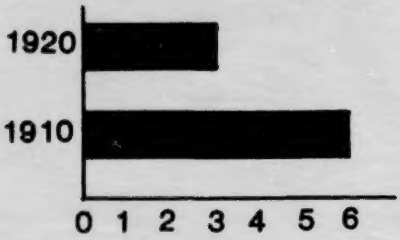
EXAMPLE A

Vertical Bar Graph



EXAMPLE B

Horizontal Bar Graph



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LOCATING INFORMATION/Using Multiple Sources of Information

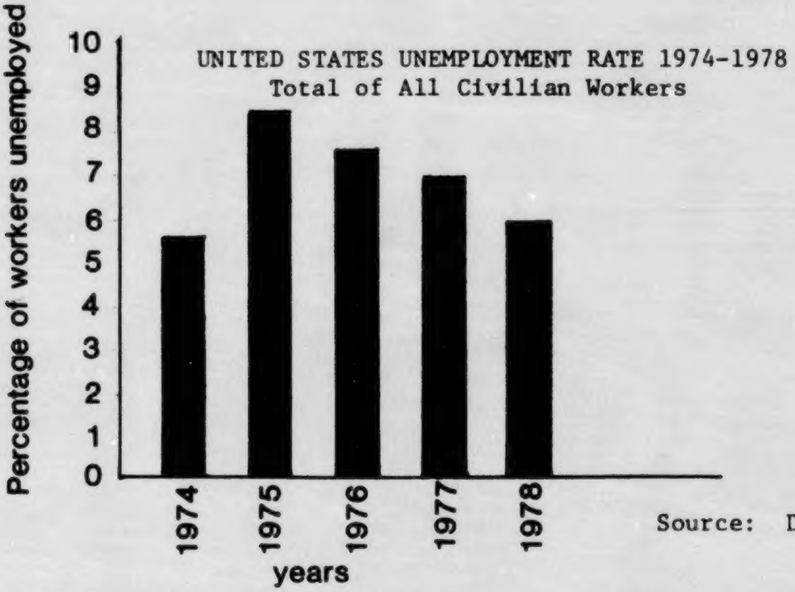
INTRODUCTION TO BAR GRAPHS: LESSON 37

In reading bar graphs, or any other kind of graph, you should follow the steps listed below. You should do this whether or not a question is asked about them. The steps make the graph clear. They tell you what the graph is about and what the graph is trying to show.

The Steps:

1. Look carefully at the title which tells you what the graph is all about.
2. Look at the horizontal axis label (the bottom label) and the vertical axis label (the side) to see what two things are being compared.
3. Look to see if there is a key and be sure you understand this information.

Answer the questions about the following graphs in the order asked. The questions are designed to help you understand the graph and to help you read other graphs more easily.



UNITED STATES UNEMPLOYMENT RATE 1974-1978
Total of All Civilian Workers

Source: Department of Labor 1979

1. The title of the graph has to do with the United States rate of________________.

2. The information is given for the years ______________ through________________.

3. For each year, the graph shows the ______________________ of workers unemployed.

4. Unemployment was highest in the United States in the year ____________________.

5. The sharpest increase or decrease in unemployment occurred between the years

____________________ and ____________________.

6. The percentage of people unemployed was over 7 percent in the years

____________________ and ____________________.

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BAR GRAPHS: LESSON 38

Information is presented in a bar graph when different items or changes in one item are to be compared. A bar graph is a device which compares data in a way that helps you to remember it. Sharp contrasts or changes are more easily seen in a bar graph than in a chart.

Bar graphs must have the following:

Title -- this tells you what the information is about.
Source -- this tells you where the information came from.
Date -- this tells you when the graph was made.
Intervals which are equal -- These and the spaces between the intervals must be equal or the information will be misleading.
Zero line — this keeps the information in proportion and gives a true picture.

Use the bar graph on the next page to answer these questions.

1. This graph gives the United States rate of ______________________________.

2. The information covers the years ________________ through ______________.

3. The graph gives the ____________________ of workers unemployed for each year.

4. The key indicates that information about unemployment is given for whites and ____.

5. Unemployment is higher every year shown for ______________________________.

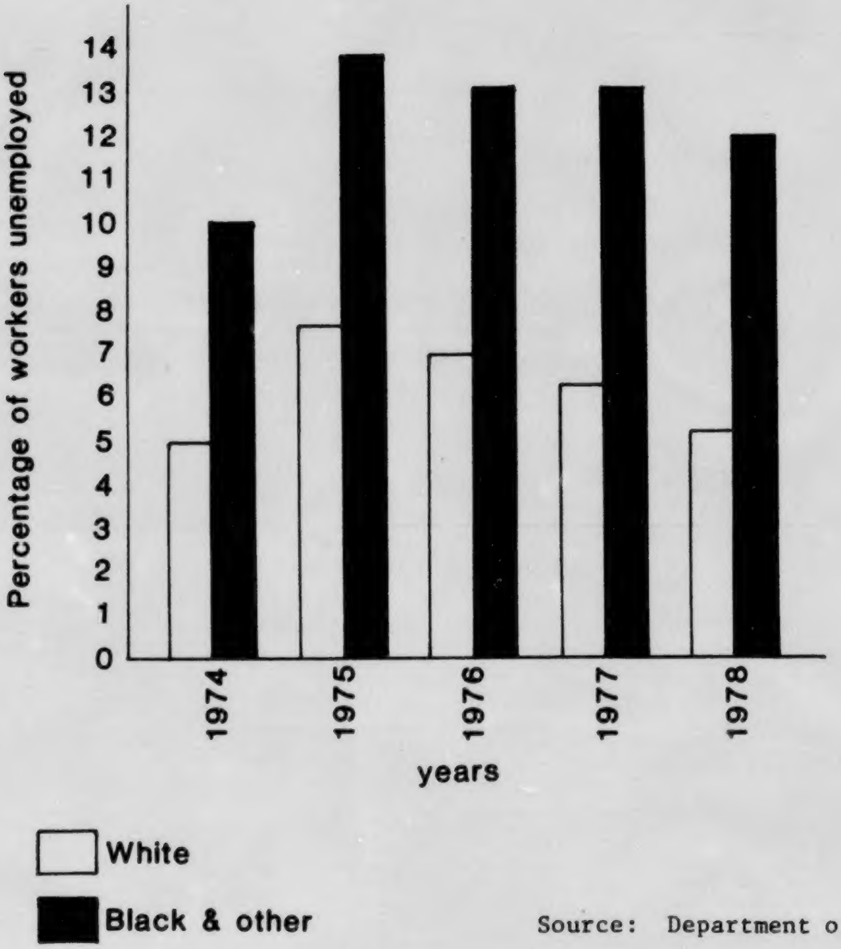
6. Unemployment among workers of all races was highest in the year ____________.

7. Unemployment among workers of all races was lowest in the year _____________.

8. In which two years was unemployment for blacks and other races over twice as high as it was for whites? ________________ and ____________________

BAR GRAPHS: LESSON 38

United States Unemployment Rate 1974-1978
White - Black - and Other



Source: Department of Labor 1979

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BAR GRAPHS: LESSON 39

Information is presented in a bar graph when different items or changes in one item are to be compared. A bar graph is a device which compares data in a way that helps you to remember it. Sharp contrasts or changes are more easily seen in a bar graph than in a chart.

Bar graphs must have the following:

Title -- this tells you what the information is about.
Source -- this tells you where the information came from.
Date -- this tells you when the graph was made.
Intervals which are equal -- These and the spaces between the intervals must be equal or the information will be misleading.
Zero line -- this keeps the information in proportion and gives a true picture.

Use the bar graph on the next page to answer these questions.

1. This graph gives information about rates of ____________________ in some European and North American countries.

2. It shows the ____________________ of inflation for two periods which are 1966-70 and ____________________.

3. The period 1966-70 is indicated on the graph for each country by which blocks -- white or shaded? ____________________

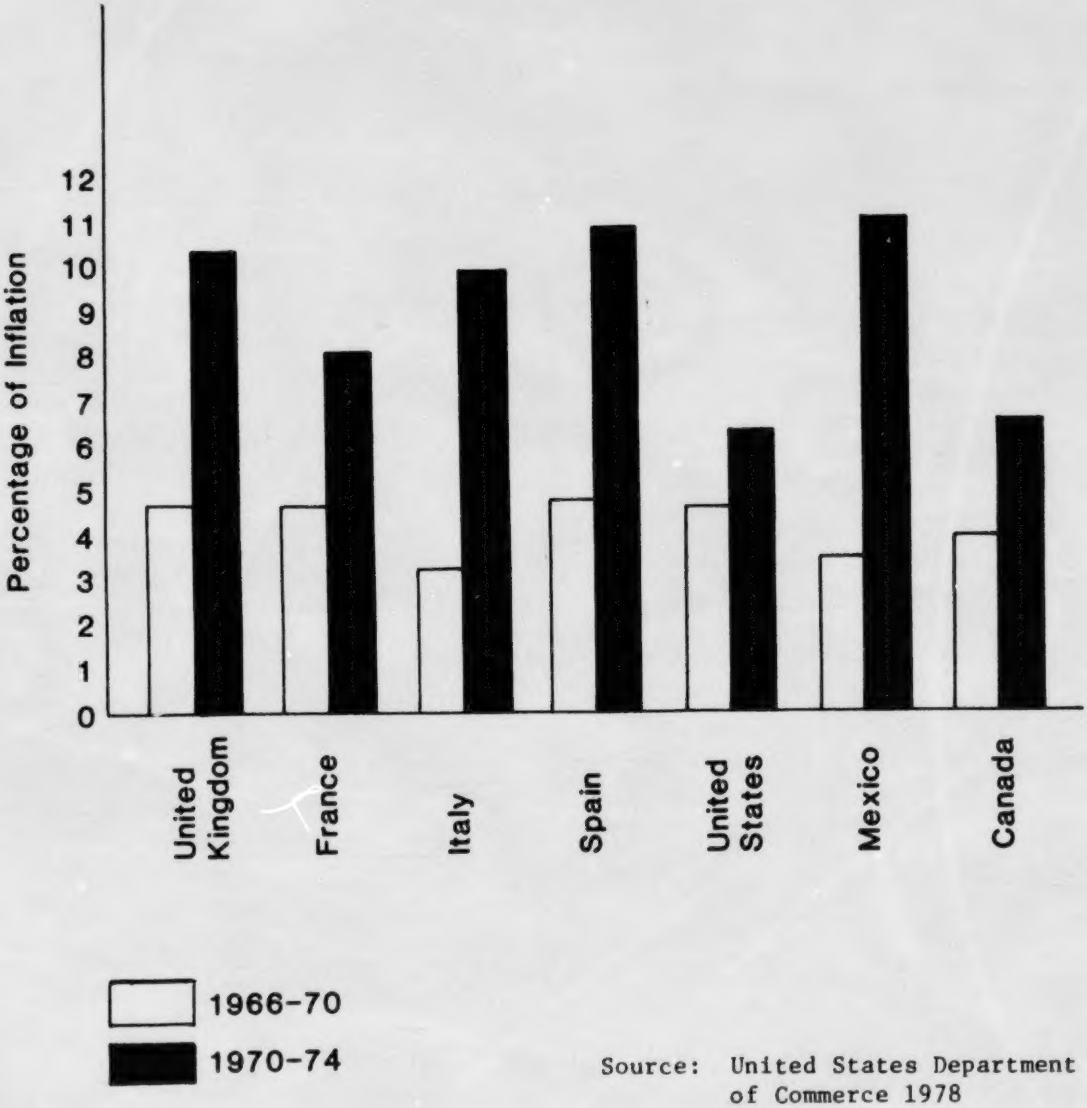
4. The rate of inflation in these countries has risen least sharply in ______________________________.

5. The inflation rate was the lowest in the period 1966-70 in ________________.

6. The inflation rate in the period 1970-74 was highest in ____________________.

BAR GRAPHS: LESSON 39

Average Annual Inflation Rates
In Selected European and North American Countries
1966-70 and 1979-74



Source: United States Department of Commerce 1978

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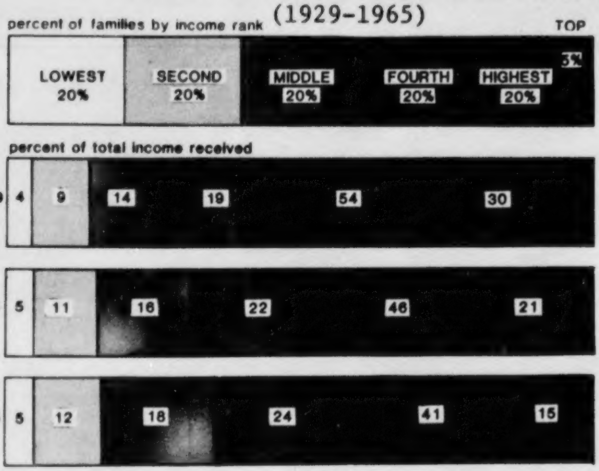
BAR GRAPHS: LESSON 40

Information is presented in a bar graph when different items or changes in one item are to be compared. A bar graph is a device which compares data in a way that helps you to remember it. Sharp contrasts or changes are more easily seen in a bar graph than in a chart.

Bar graphs must have the following:

Title -- this tells you what the information is about.
Source -- this tells you where the information came from.
Date -- this tells you when the graph was made.
Intervals which are equal -- These and the spaces between the intervals must be equal or the information will be misleading.
Zero line -- this keeps the information in proportion and gives a true picture.

UNITED STATES INCOME DISTRIBUTION
(1929-1965)



Source: Department of Commerce

_____ 1. The lowest 20 percent of the families have never gotten more than 5 percent of the total income of the United States.

_____ 2. The distribution of national income is becoming more even.

_____ 3. Highly skilled workers get most of the national income.

_____ 4. The highest 5 percent of the families have been increasing their percentage of total income of the United States during the time covered by the graph.

_____ 5. If the middle class is made up of the second and middle and four the 20 percent groups, it can be said that they have always gotten most of the national income.

LOCATING INFORMATION/Using Multiple Sources of Information

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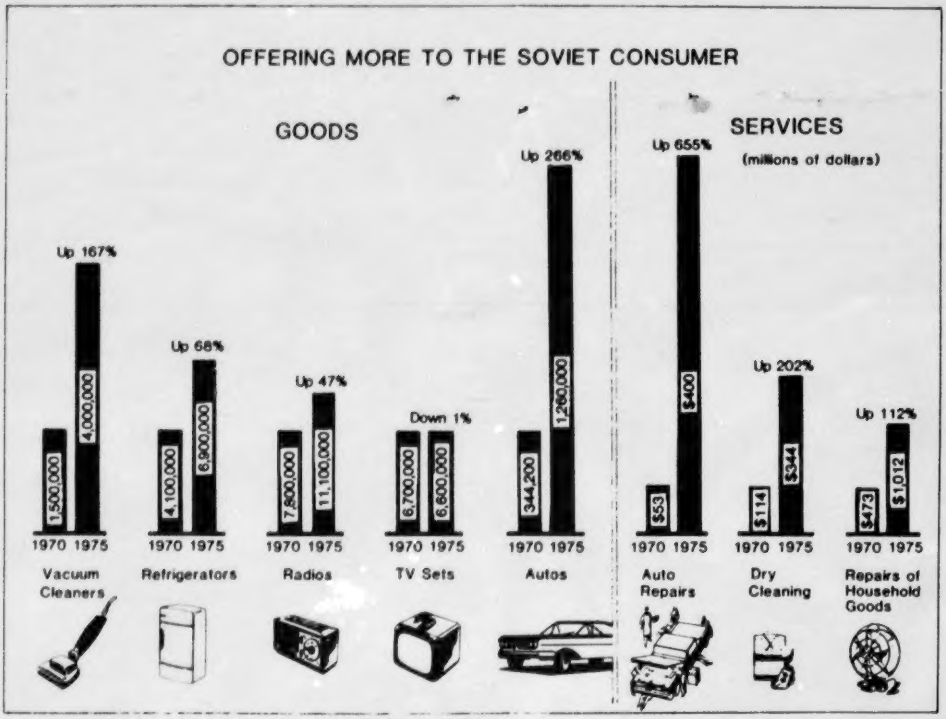
BAR GRAPHS: LESSON 41

In the following lesson you will be shown information about the Soviet consumer in graph form. Based only upon the information in the graph, mark the statements following the graph:

A = If the statement can be proved true from the information in the graph.
B = If the statement can be proved false from the information in the graph.
C = If the graph does not give you sufficient information to decide if the statement is true or false.



Source: Comparative Economic Council, 1977

____ 1. Soviet citizens did not watch as much TV in 1975 as they did in 1970.

____ 2. More radios were produced in the U.S.S.R. in 1975 than in 1970.

____ 3. Of the selected goods, vacuum cleaners had the biggest percentage increase from 1970 to 1975.

____ 4. The rapid growth in the repair services means Soviet products are not well-made.

____ 5. Soviet citizens spent approximately $1,012,000,000 for the repair of household goods in 1975.

LOCATING INFORMATION/Using Multiple Sources of Information

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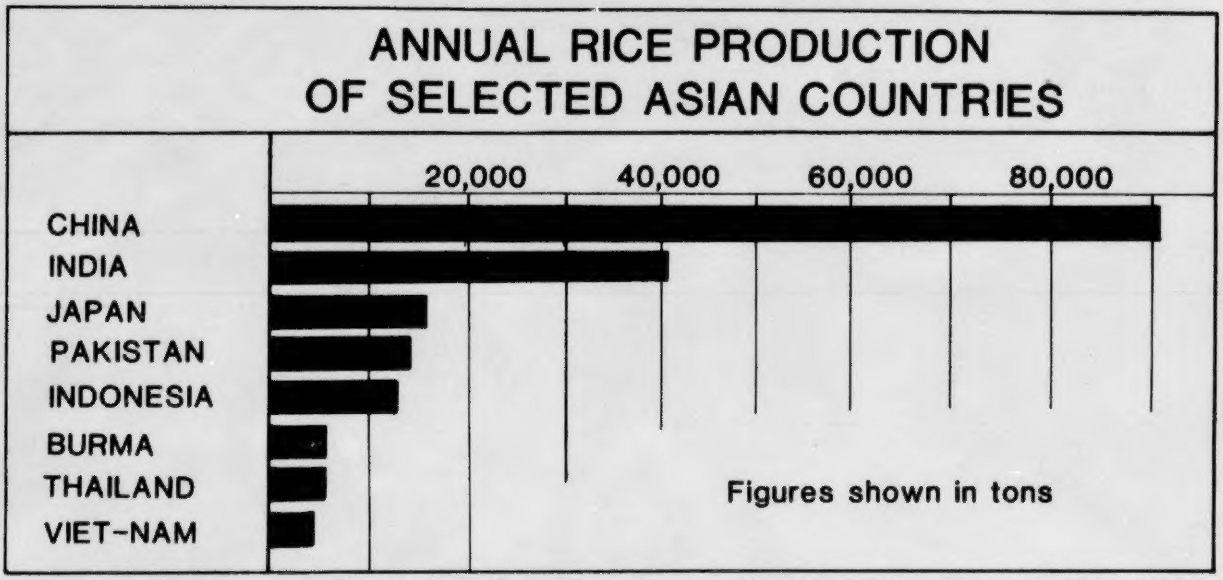
BAR GRAPHS: LESSON 42

In the following you will be shown information about selected countries in graph form. Based only upon the information in the graphs, mark the statements following each graph.

A = If the statement can be proved true from the information in the graph.
B = If the statement can be proved false from the information in the graph.
C = If the graph does not give you sufficient information to decide if the statement is true or false.



Based upon data from the World Agricultural Conference, 1978

____ 1. China consumes more rice per capita than Thailand.

____ 2. India produces about 42,000 tons of rice per year.

____ 3. China produces more than 10 times the rice of Pakistan.

____ 4. India and Japan will soon purchase more rice than China.

____ 5. China is the world's largest exporter of rice.

LOCATING INFORMATION/Using Multiple Sources of Information

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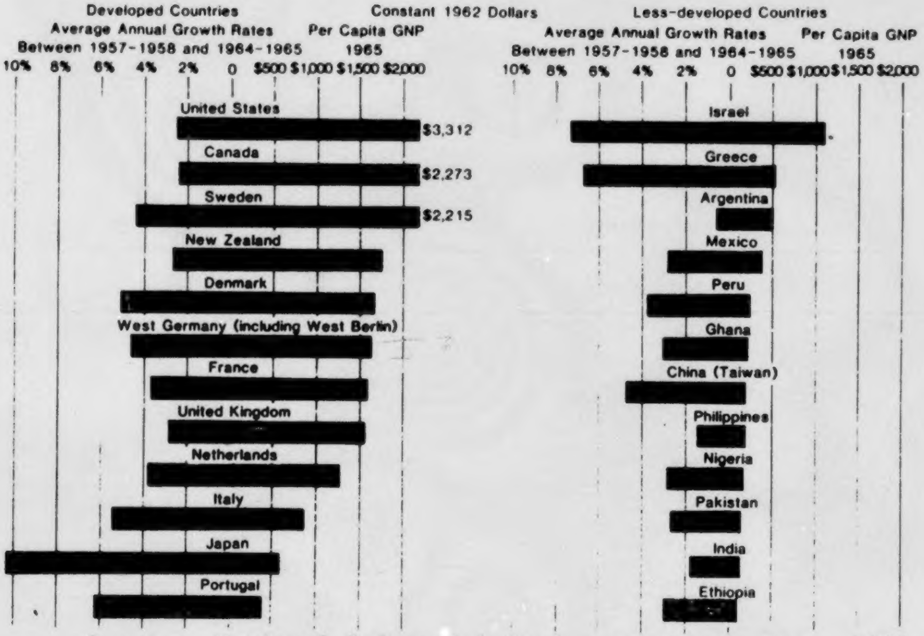
BAR GRAPHS: LESSON 43

In the following you will be shown information about selected countries in graph form. Based only upon the information in the graphs, mark the statements following each graph:

A = If the statement can be proved true from the information in the graph.
B = If the statement can be proved false from the information in the graph.
C = If the graph does not give you sufficient information to decide if the statement is true or false

PER CAPITA GNP : GROWTH AND LEVEL



Source: National Industrial Conference Board, Inc., 1967

____ 1. All the developed countries had higher GNP's per capita than all the less-developed countries.

____ 2. Japan had the highest growth rate of any country on the graph.

____ 3. If annual growth rates stayed the same, Sweden's per capita GNP would soon pass Canada's per capita GNP.

____ 4. Israel will soon be added to the developed countries list.

____ 5. You are better off in Greece than in Portugal.

Name________________________________

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CIRCLE GRAPH PRETEST: LESSON 44

____________ 1. A total of 14,786 people were asked to fill out a questionnaire about their family budgets and mail back. Fifty percent of them refused to fill it out. Roughly how many questionnaires were returned?

____________ 2. Weekly food expenditures of $53 for food includes dairy products which account for roughly 10 percent of this amount. How much is spent for dairy products?

____________ 3. Five thousand people attended a concert on Friday night, ten percent of them were there for the first time. How many had never attended a concert before?

____________ 4. A survey was taken of 500 Plymouth students to find out what percentage chewed gum. 100 percent responded that they did chew gum. How many responded to this survey positively.

____________ 5. There were 300 people interviewed in a study of television-watching habits. 33 1/3 percent of them were reluctant to admit that they watched more then 30 hours of television a week. How many were reluctant to admit to heavy watching?

____________ 6. Five percent of the 300 reported that they watched less than five hours a week. How many is five percent?

____________ 7. One percent of the 300 people interviewed had been unable to watch any TV for the preceding week because their TV was being repaired. How many had broken TV's?

____________ 8. How much did the four percent sales tax amount to on the $200 purchase?

____________ 9. Two hundred people were on a plane which had engine trouble and was unable to take-off. 25 percent of these people cancelled the flight and decided to take a train. How many people went by train?

____________ 10. Seventy-five percent of the 200 people left on the next available plane. How many took the next flight?

Name ______________________________

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CIRCLE GRAPH POST-TEST: LESSON 45

__________ 1. A survey was taken last year in which 18,899 people were asked to fill out a questionnaire about their reading habits and mail it back. Fifty percent ignored the survey request. Roughly how many questionnaires were completed and returned?

__________ 2. Weekly food expenditures of $63 for the average family includes some items which are not edible but account for roughly 10 percent of this amount. Roughly how much is spent on such items as soap and paper products?

__________ 3. Three thousand people attended an outdoor rally on Saturday, 10 percent of them there for their first rally. How many had never attended a rally before?

__________ 4. A survey was taken of 300 students in this school to find out what percentage had eaten breakfast. 100 percent responded that they had eaten breakfast that day. How many responded positively?

__________ 5. There were 300 people interviewed in a study of television watching habits. 33 1/3 percent of them claimed that they watched less than ten hours a week. How many replied that they were light watchers of television?

__________ 6. Five percent of the 300 people interviewed about television watching reported that they watched more than 40 hours a week. How many is 5 percent?

__________ 7. One percent of the 500 people interviewed did not watch any TV the preceding week because they did not own a TV. How many did not own a TV?

__________ 8. How much did the 4 percent sales tax amount to on the $300 purchase?

__________ 9. Two hundred people had tickets to the play on Saturday night which was cancelled because of the illness of several of the cast. 25 percent of these people asked for their money back. How many wanted their money back?

__________ 10. Seventy-five percent of the 200 people were willing to accept tickets for a performance a week later. How many accepted tickets for another performance?

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INTRODUCTION TO CIRCLE GRAPHS: LESSON 46A

Certain percentages and fractions are essential to understand and quickly be able to convert from one to another in your head.

You need to be able to do this in reading newspapers or books, in selling, or working in an office. You should be able to figure in your head so that you can listen to television or people talking and quickly grasp what they are saying. You can be overcharged on sales tax if you don't know how to at least estimate what the tax should amount to. Figuring the tip for dinner in a restaurant can easily be done in your head.

There are certain very simple tricks to figuring in your head. You do not need a pencil and paper or a calculator to know roughly what figure is correct. Even if you used a calculator, you could punch the wrong key! These tricks will help you check your answers to math problems.

The first thing is to be sure you understand that the following fractions and percentages are constants. This means that they are always equal. You should be able to instantly go back and forth in your head from one to another. Memorize them!

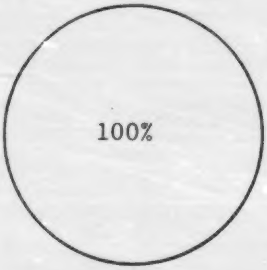
People tend to use percentages and fractions in writing or speaking in the way that seems simplest to them. For example, in describing a survey of people, you might say that one half of them preferred watching sports on TV to other programs. That seems to be easier than saying 50 percent prefer watching sports. They are saying the same thing.

100 percent is always all of whatever you are talking about. It is the whole amount. It is the amount you start with.

100 percent of 1,000 people = 1,000
100 percent of \$363 = \$363

You can think of a circle as the complete amount. This is all of it.

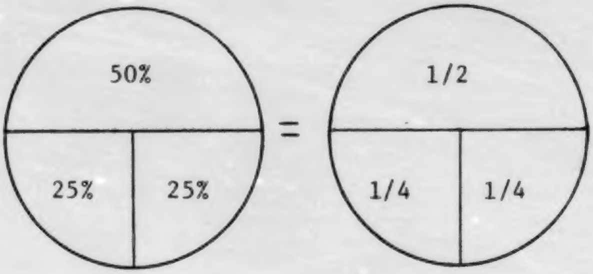
Graph A



INTRODUCTION TO CIRCLE GRAPHS: LESSON 46A

When you begin to divide this total amount, you can do it with fractions or percentages. Note the following circles are equal.

Graph B



The most common percentages and fractions and, therefore, the most useful ones are the following.

PERCENT		FRACTION		DECIMAL
100%	=	1	=	1.00
75%	=	3/4	=	.75
50%	=	1/2	=	.50
33 1/3%	=	1/3	-	.333
25%	=	1/4	=	.25
10%	=	1/10	=	.10
5%	=	1/20	=	.05
1%	=	1/100	=	.01

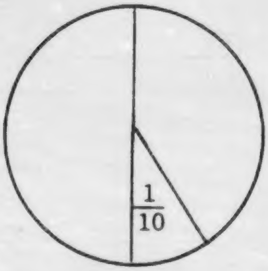
You would use the decimals from the third column if you were going to multiply them out as in a math problem.

One of the most useful tricks is to understand how to find 10 percent of an amount. If the number is a whole number, simply drop the last number. If the number is in dollars and cents, just move the decimal point over one place.

10% of 1,000 = 100

.10 x 1,000 = 100 or $\begin{array}{r} 1{,}000 \\ \text{x } .10 \\ \hline 100.00 \end{array}$

Graph C



Picture a circle divided into 10 equal parts.
Ten percent means 10 out of each 100, so 10 percent of 100 is 10 and 10 percent of 200 is 20.

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46A

Try the following examples. Round off the numbers.

1. 10% of 5,000 = ____________________
2. 10% of 380 = ____________________
3. 10% of $20 = ____________________
4. 10% of 25,000 = ____________________
5. 10% of 6,444 = ____________________

Once you can easily find 10 percent of any number, you can use this number to find 5 percent by cutting the 10 percent in half.

10% of 300 = 30

5% of 300 = 15

$$\begin{array}{r} 300 \\ \underline{\times .10} \\ 30.00 \end{array} \qquad \begin{array}{r} 300 \\ \underline{\times .05} \\ 15.00 \end{array}$$

The smaller the number, the easier it is to do this in your head.

Try the following exercises in your head. Write your answers down.

1. 10% of 500 = ____________________

   5% of 500 = ____________________
2. 10% of 40 = ____________________

   5% of 40 = ____________________
3. 10% of $25 = ____________________

   5% of $25 = ____________________

1. 50% of 1,600 = ____________________
2. 50% of $10 = ____________________
3. 50% of 3,123 = ____________________
4. 50% of 10,000 = ____________________
5. 50% of $60 = ____________________

Name ______________________

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Teacher ______________________

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46B

It is easy to estimate one percent of any number or amount. It is also very useful in a number of ways. Probably the most useful is in estimating what the sales tax should be on any purchase you make.

The simple trick to figuring one percent is to round off the number in your mind if it is difficult to work with and drop the last two numbers. Remember that one percent means one out of a hundred, so one percent of 100 is 1. One percent of 200 is 2.

EXAMPLE

1% of 396 = 3.96 or 4 or round off to 400 and drop the last two numbers.

1% of $20 = $.20
1% of $2 = $.02

(NOTE: Here you have to place a zero in front of the $2 in your mind.)

It is not too difficult to multiply 1% by 4 to arrive at 4%.

1% of $10 = .10
4% of $10 = .10 x 4 = .40

See if you can tell which of the following are incorrect sales tax charges on purchases. Circle the answer.

1. $200 + 4% = $208 correct incorrect
2. $100 + 4% = $140 correct incorrect
3. $3,000 + 4% = $3,120 correct incorrect
4. $15 + 4% = $15.30 correct incorrect

What should the sales tax be on the following amounts?
NOTE: Just estimate the tax.

1. 4% of $20 = ______________________
2. 4% of $100 = ______________________
3. 4% of $1.96 = ______________________
4. 4% of $9.95 = ______________________

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46B

Fifteen percent is a harder percent to work with in your head. This is the amount most restaurant waitresses or waiters expect for a tip. You can do this by adding 10 percent and 5 percent in your head. Of course, you should round off the amount of the bill to the nearest whole amount.

Suppose you are charged $18.72 for two steak dinners and beverage. Suppose the bill looks like this:

$ 8.50	steak
8.50	steak
.50	coffee
.50	milk
$18.00	
.72	sales tax
$18.72	total bill

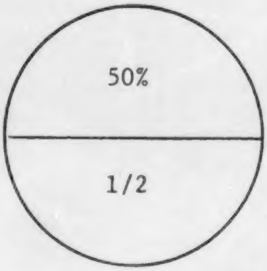
You can see that 10% = $1.80, 5% = .90, 15% = $2.70.

People do not usually leave an odd amount for tip. They round it off to the nearest amount which is easier to estimate.

Try finding 15 percent of the following dinner charges in your head. What tip would you leave?

1. 15% of $16 = ______________________________
2. 15% of $9.80 = ______________________________
3. 15% of $5.90 = ______________________________

50% is always 1/2 of the total number or amount.



Graph D

Try the following exercises. Again, do not try to be exact. Round off the figure so that you have a rough estimate of 1/2 or 50 percent of the number.

FOR EXAMPLE:

15,896 people were interviewed

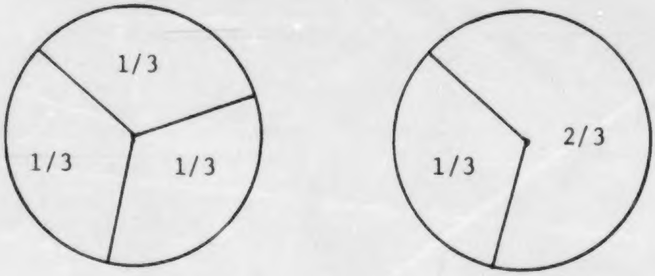
50% of them = about 8,000

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46B

1/3 of any number is the same as 33 1/3 percent. It is written in decimals as .333. It is always easier to use the fraction in your mind rather than the percentage or decimal.

Again, the graph below shows how you can divide the whole into three parts.

Graph E



The trick with using 1/3 is to round off the number so you can easily divide by 3.

For example:

33 1/3% or 1/3 of 300 = 100
33 1/3% or 1/3 of $3 = $1
33 1/3% or 1/3 of 285 = about 100
33 1/3% or 1/3 of 596 = about 200

Try the following:

1. 33 1/3% of 600 =

2. 33 1/3% of 100 =

3. 33 1/3% of $30 =

4. 33 1/3% of $3 =

5. 33 1/3% of 1,200 =

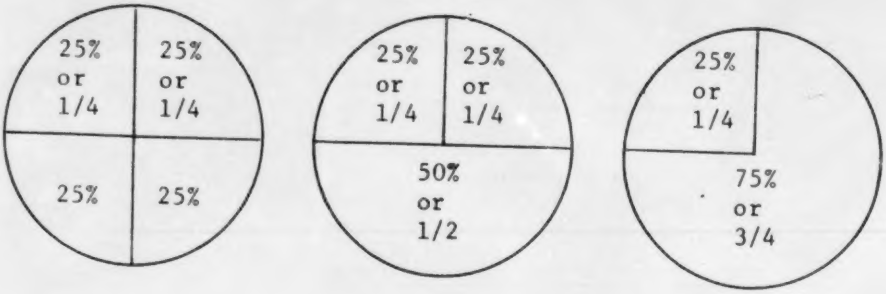
6. 66 2/3% or 2/3 of 300 =

LOCATING INFORMATION/Using Multiple Sources of Information

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46B

25 percent of any figure is the same as 1/4 of the figure. 75 percent is 3/4 of any figure. See Graph F below.

Graph F



25 percent means 25 out of each 100. It is usually easier to use the fraction 1/4 to find the amount. If you can find 1/4, you can multiply by 3 to find 3/4.

For example:

25% or 1/4 of 400 = 100
25% or 1/4 of 100 = 25
75% or 3/4 of 400 = 300
75% or 3/4 of 100 = 75

Try the following. Round off to a figure easier to do in your head.

1. 25% of 200 =

2. 1/4 of 196 =

3. 1/4 of 800 =

4. 1/4 of 78 =

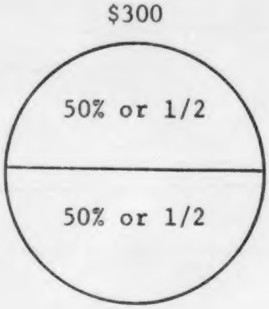
5. 3/4 or 75% of 200 =

6. 3/4 or 75% of 80 =

INTRODUCTION TO CIRCLE GRAPHS: LESSON 46B

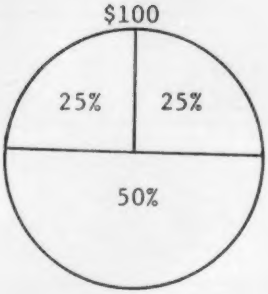
Circle graphs are used to show how parts are combined to make a whole. Frequently they appear in reports by the government as to how your tax dollar is spent. They are easy to understand if you keep in mind that the circle is the whole amount and the parts it is divided into are the fractions or percentages of the whole.

Graph G



50% or 1/2 = $150

Graph H



25% or 1/4 = $25

50% or 1/2 = $50

Be sure you note the total amount first!

The use of circle graphs to show information helps you to picture it in your mind.

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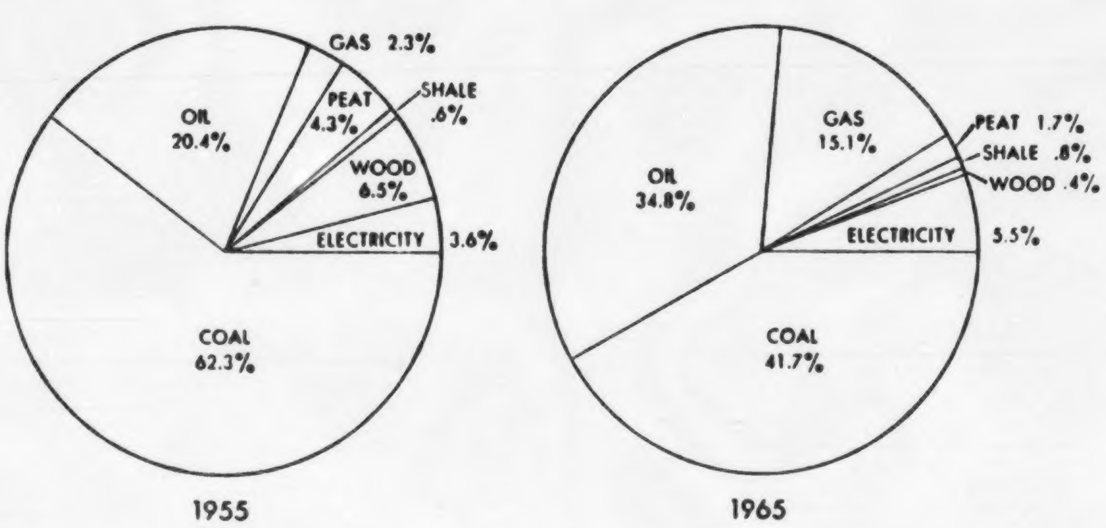
CIRCLE GRAPHS: LESSON 47

A humorist once said that there are three types of people who do not tell the truth. There are liars, damn liars, and people who use statistics. Statistics are often shown in the form of graphs and charts. By putting the statistics into "picture" form through graphs, the information is easier to understand. Relationships between specific parts of the data are also easier to see. But, the possibility to influence the reader of the statistics is very great when a graph is used. Authors can select the information to include and eliminate the data that does not support their point of view. Authors can use symbols that will influence the reader emotionally. The spacing of numbers and symbols can be used to make comparisons look larger or smaller. In short, graphs are useful tools in picturing statistics that are difficult to understand. The reader, however, must be warned to read graphs very carefully. Readers must determine for themselves what conclusions can actually be made from the data.

In the following graph you will be shown information about the Soviet Union. Based only upon the information in the graphs, mark the statements following each graph:

A = If the statement can be proved true from the information in the graph.
B = If the statement can be proved false from the information in the graph.
C = If the graph does not give you sufficient information to decide if the statement is true or false.

SOURCES OF ENERGY CONSUMED IN THE SOVIET UNION



Source: National Economy of the U.S.S.R., Statistical Year Book, 1966

CIRCLE GRAPHS: LESSON 47

____ 1. The U.S.S.R. is the world's largest exporter of coal.

____ 2. From 1955 to 1965 oil became a more and more important source of energy in the U.S.S.R.

____ 3. Throughout Russia's 1000 year history, wood has never been an important source of energy.

____ 4. Peat and wood are the only sources of energy in the U.S.S.R. that have decreased in importance from 1955 to 1965.

____ 5. Coal was the biggest source of energy in both 1955 and 1965.

LOCATING INFORMATION/Using Multiple Sources of Information

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CIRCLE GRAPHS: LESSON 48

A humorist once said that there are three types of people who do not tell the truth. There are liars, damn liars, and people who use statistics. Statistics are often shown in the form of graphs and charts. By putting the statistics into "picture" form through graphs, the information is easier to understand. Relationships between specific parts of the data are also easier to see. But, the possibility to influence the reader of the statistics is very great when a graph is used. Authors can select the information to include and eliminate the data that does not support their point of view. Authors can use symbols that will influence the reader emotionally. The spacing of numbers and symbols can be used to make comparisons look larger or smaller. In short, graphs are useful tools in picturing statistics that are difficult to understand. The reader, however, must be warned to read graphs very carefully. Readers must determine for themselves what conclusions can actually be made from the data.

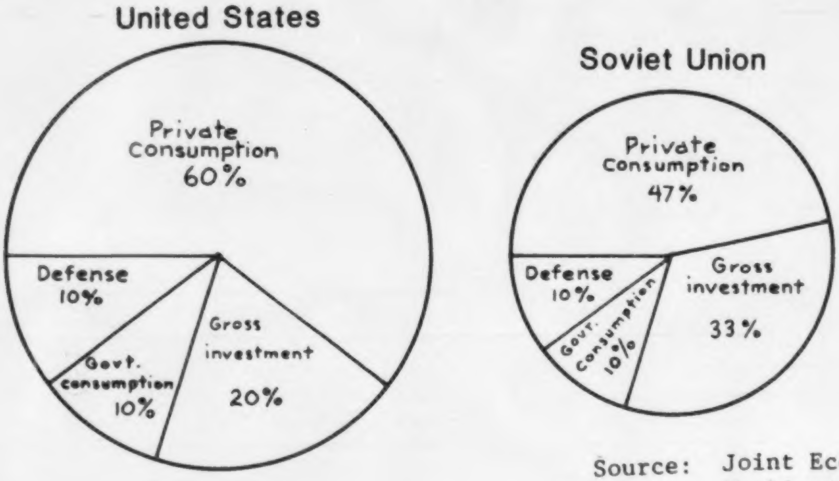
In the following graphs you will be shown information about the United States and the Soviet Union. Based only upon the information in the graphs, mark the statements following each graph:

A = If the statement can be proved true from the information in the graph.

B = If the statement can be proved false from the information in the graph.

C = If the graph does not give you sufficient information to decide if the statement is true or false.

SIZE AND COMPOSITION OF GNP IN THE UNITED STATES AND THE SOVIET UNION



Source: Joint Economic Committee
Washington, D.C., 1962

CIRCLE GRAPHS: LESSON 48

____ 1. The GNP of the United States is larger than the GNP of the Soviet Union.

____ 2. The Soviet Union spends more money (in comparable dollars) on defense than does the United States.

____ 3. The Soviet Union spends more on Gross Investment (in comparable dollars) than does the United States.

____ 4. The economic system of the United States is superior to that of the Soviet Union.

____ 5. A major difference between the GNP in the United States and the Soviet Union is in the relative importance given to private consumption.

LOCATING INFORMATION/Using Multiple Sources of Information

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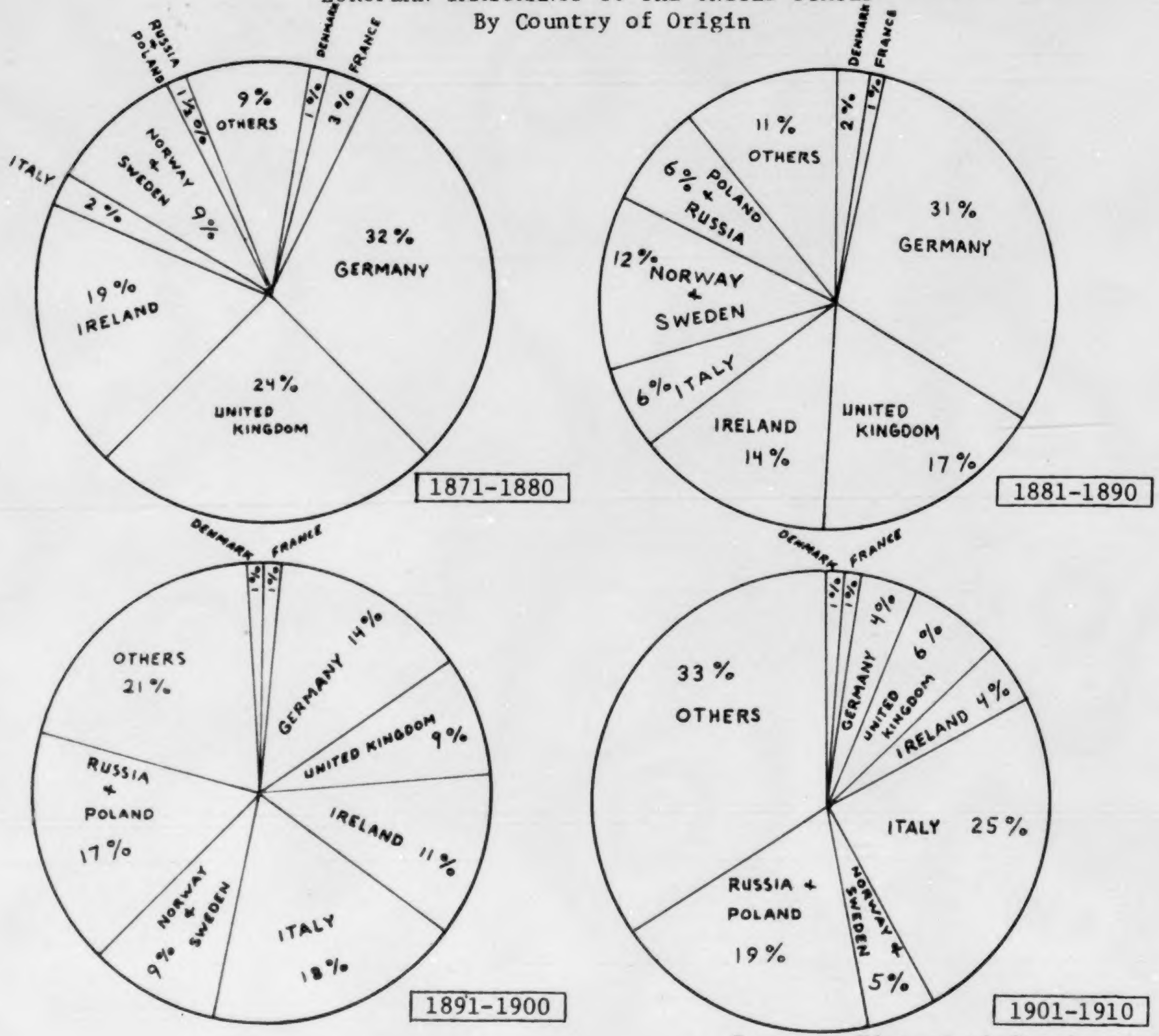
CIRCLE GRAPHS: LESSON 49

INTRODUCTION: A circle graph shows how a set of parts combines to make a whole. You can compare any part with every other part or with the whole. The circle graph shows the parts as percentages of the whole.

ACTIVITY: Study the four circle graphs carefully and then answer the questions by placing the correct letter in the blank.

EUROPEAN IMMIGRANTS TO THE UNITED STATES
By Country of Origin



Source: Historical Statistics

CIRCLE GRAPHS: LESSON 49

____ 1. What percentage of immigrants came from Germany in the period 1871-1880?

A. 14 percent B. 31 percent C. 32 percent

____ 2. Which of the following countries had about the same percentage for all four time periods shown in the graphs?

A. Russia and Poland B. Norway and Sweden C. Denmark

____ 3. Italian immigration increased from

A. 2 percent in 1871-1880 to 25 percent in 1901-1910
B. 2 percent in 1871-1880 to 19 percent in 1901-1910
C. 2 percent in 1871-1880 to 18 percent in 1901-1910

____ 4. Which of the following countries had the largest percentage increase from 1871 to 1910?

A. United Kingdom B. Ireland C. Italy

____ 5. Which of the following countries had the greatest percentage decrease from 1871 to 1910?

A. France B. Italy C. Germany

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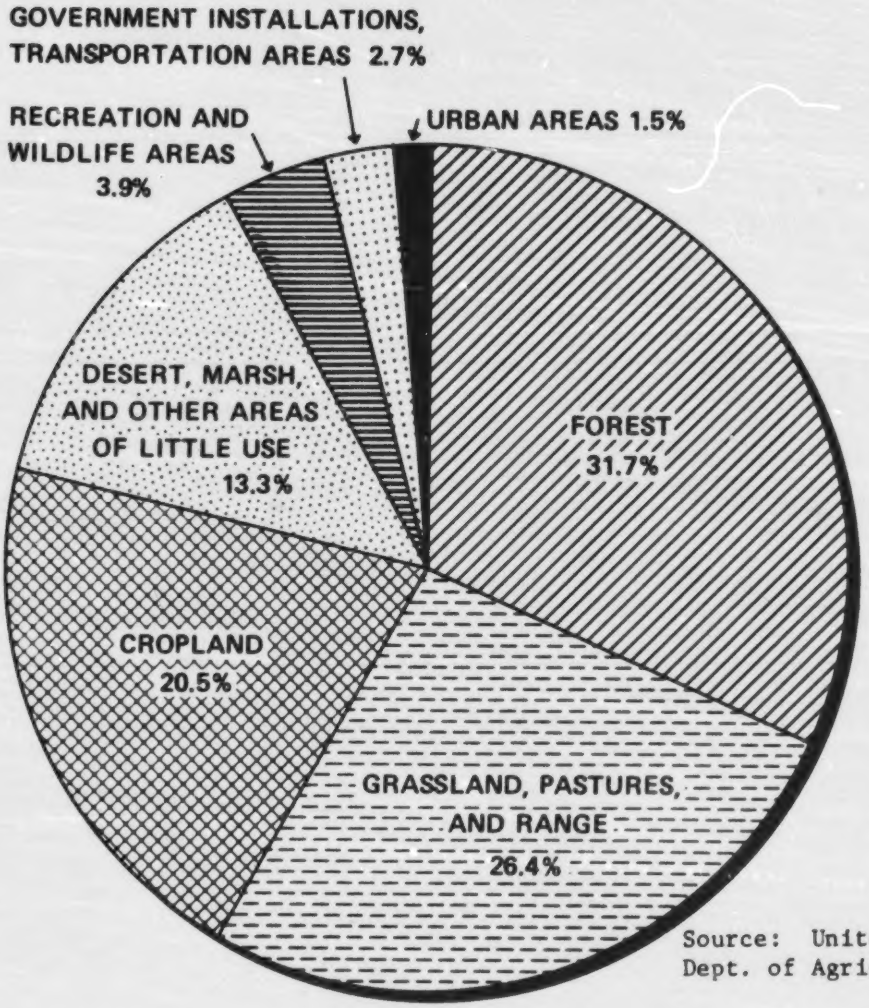
CIRCLE GRAPHS: LESSON 50

U.S. LAND USE: 1975



Source: United States
Dept. of Agriculture 1978

1. The pie graph shows how United States land was used in ____________________.
2. The largest category of land use in the United States is shown to be______________.
3. What percentage of the land area of the United States in 1975 was used for growing crops?
______________________________.
4. Urban areas take up what percentage of United States land area?________________
5. What percentage of United States land area is of little use?__________________

Name________________________________

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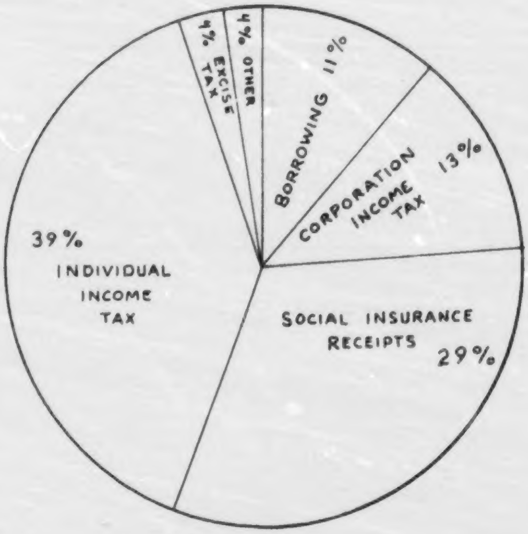
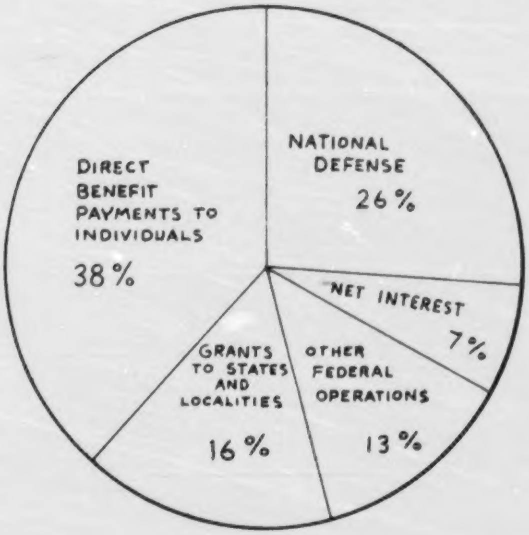
CIRCLE GRAPHS: LESSON 51

THE FEDERAL BUDGET DOLLAR
Fiscal Year 1978 Estimate in Percentages

WHERE IT COMES FROM --
(Income)



WHERE IT GOES --
(Expenditures)



SOURCE: Office of Management and Budget, 1977.

CIRCLE GRAPHS: LESSON 51

The federal budget dollar is shown in the pie graphs in percentages. A percentage of $1 is the same as breaking the amount into cents. 10 percent of a dollar is $.10, so 11 percent would amount to $.11.

Answer the following questions.

1. The first circle graph shows where each budget dollar comes from, the second where it ______________________.
2. Another name for "where it comes from" is ______________________; another name for "where it goes" is ______________________.
3. The largest single source of income is ______________________.
4. Corporate taxes furnish ______________________ percent of the federal income.
5. National defense accounts for ______________________ percent of federal expenditures.
6. The single largest category of federal expenditures is for ______________________ ______________________.

SKILLS LESSONS

II. EVALUATING INFORMATION

EVALUATING INFORMATION/Determining BIAS

Name______________________________

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THE AMERICAN REVOLUTION: LESSON 52

INTRODUCTION: Writers or speakers use BIAS to influence our thinking about a topic. BIAS is used to convince us that one idea is right or correct and other ideas or opinions are wrong.

ACTIVITY: Read the following statements carefully.
CIRCLE the C if the statement shows bias in favor of the colonies seeking their independence.
CIRCLE the E if the statement shows bias in favor of the colonies remaining loyal to England.

C E 1. King George may make mistakes in governing the colonies but we must act calmly and legally.

C E 2. Samuel Adams and John Hancock are power hungry criminals and radicals.

C E 3. Maybe England is more of a stone around our necks than a protector of our rights.

C E 4. It is not American smuggling but English harsh rule that is the cause of all the troubles.

C E 5. We do not object paying taxes to Americans but we are not going to enrich English lords.

C E 6. English laws make it possible for us to settle here and English troops protect us from the threat of Indian uprisings.

C E 7. Our rights as Englishmen are being violated by the colonial governor and his troops.

C E 8. We are Americans, not Englishmen.

EVALUATING INFORMATION/Determining BIAS

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AMERICAN FOREIGN POLICY, PRE-WORLD WAR II: LESSON 53

INTRODUCTION: BIAS is used by writers or speakers to influence our thinking or opinions about a topic. BIAS is used in an attempt to convince us that one idea or opinion is right or correct and other ideas or opinions are wrong.

BACKGROUND: The threat of war in Europe resulted in a division of opinion on the part of most Americans. One group known as ISOLATIONISTS felt that we should cut ourselves off from the rest of the world as much as possible. The other group, called INTERNATIONALISTS, believed that we could not cut ourselves off from the world and that we must be involved in world events.

ACTIVITY: Read each of the following statements carefully. CIRCLE the IS if the writer's bias is in favor of isolation. CIRCLE the IN if the writer's bias is in favor of internationalism.

IS IN 1. Public Enemy Number 1 should be the munitions maker, who wants to sell his powder and poison gas, and sends it in American ships, wrapped up in the American flag, manned with American seamen, to be sunk by submarines and bombing planes. The result of his act will inevitably drag us into war.

IS IN 2. It is abundantly clear that the preservation of what we are pleased to call the American standard of living, probably even the preservation of the present social order in this country, demands continuous and improving commercial cooperation with the outside world.

IS IN 3. I found most nations in Europe convinced that we would be inevitably drawn into the next great war as in the last. Some people build confident hope upon it. But every phase of this picture should harden our resolves that we keep out of other people's wars. Nations in Europe need to be convinced that this is our policy.

IS IN 4. The futility of the war method of stopping dictators or promoting democracy ought by this time to have sunk into our souls. Under no circumstances whatever has our government the right to involve us in another foreign war, whether in Asia or Europe.

IS IN 5. We must keep in mind that, no matter how much we may wish to may try to disassociate ourselves from world events, we cannot achieve disassociation. The simple fact of our existence as a great nation in a world of nations cannot be denied.

IS IN 6. The United States is better situated from a military standpoint than any other nation in the world. Even in our present condition of unpreparedness no foreign power is in a position to invade us today. If we concentrate on our own defenses and build the strength that this nation should maintain, no foreign army will ever attempt to land on American shores.

IS IN 7. The conqueror does not need to attempt at once an invasion of the continental United States in order to place this country in deadly danger. We shall be in deadly danger the moment British sea power fails; the moment the eastern gates of the Atlantic are open to the agressor; the moment we are forced to divide our one-ocean Navy between two oceans at once.

EVALUATING INFORMATION/Determining BIAS

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THE SOVIET UNION: LESSON 54

Authors, no matter how they may try, reflect biases in their writings. Bias may be detected in the choice of an exaggerated or emotional adjective. For example, the Russian Revolution of 1917 can be described as the "remarkable" Russian Revolution. The addition of the one word, "remarkable," clearly shows bias in favor of the revolution. If the author had substituted the word "tragic" for "remarkable," a completely different opinion of the Russian Revolution would have been presented. One biased word would alter the author's meaning completely.

Bias can be more subtle than the use of emotional adjectives. Bias can be detected in the author's selection of what to write about and what to omit. A good example of bias through omission is found in many American history texts. Try to recall one account of an English colonist in 1776 who honestly supported England in the Revolutionary War. There were many such people but their story is not often told. They are referred to as "Tories" and "the enemy."

The Soviet Union evokes very strong emotional reactions in most Americans. Therefore, much of what we hear about the Soviet Union contains some bias: bias through choice of words, choice of ideas, choice of facts, and choice of what not to say.

Below you will read statements about the Soviet Union. Indicate with an X whether you feel the statement is:

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

1. I was born in Moscow in 1863. I have witnessed serfdom, revolution, purges, and communism. Just as people switched from candles to electric lights, I have seen fundamental political ideas change.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

2. While the Soviet Union attempts to force the spread of communism around the world, it brutally keeps dissident ideas away from its own people.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

3. The ideas in Marx and Engels' The Communist Manifesto were drawn from the writings of medieval "ideal socialists," from English "Utopian Socialists," and from the early anarchists who advocated terror and destruction.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

THE SOVIET UNION: LESSON 54

4. When you analyze the good of the Soviet Union's brand of socialism, remember that Nazi Germany and Fascist Italy said they were socialist also.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

5. "From each according to his ability; to each according to his need." That, at least, is the way it is supposed to be in the Soviet Union.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

6. Lenin differed from Marx in his belief that a socialist revolution was possible in a non-industrialized country such as Russia.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

7. The exceptional economic advances made in the Soviet Union since 1917 could not have occurred without the immense psychological benefits communism has on worker productivity.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

8. The Communist Revolution in Russia should not be judged by the necessary force of social changes during collectivization and industrialization. Communism should be judged by the happy and prosperous Soviet citizen of today.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

EVALUATING INFORMATION/Determining BIAS

Name__________________________________

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THE SOVIET UNION: LESSON 55

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The Soviet Union evokes very strong emotional reactions in most Americans. Therefore, much of what we hear about the Soviet Union contains some bias. Bias through choice of words, choice of ideas, choice of facts, and choice of what not to say.

Below you will read statements about the Soviet Union. Indicate with an X whether you feel the statement is:

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

1. The All-Union Party Congress is supposed to be the highest agency in the Communist Party. The delegates listen to speeches, applaud them wildly, and approve of what the Party Politburo has already done.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

2. Not all who join the Communist movement are subversive. Some are sentimentalists; some are confused; and some just trying to escape poverty.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

3. The Communist Party in the Soviet Union operates through its most important body, the Politburo. Many Politburo members are also elected members of the Presidium.

____ a. Biased Against the Soviet Union
____ b. Biased for the Soviet Union
____ c. Reasonably Unbiased

THE SOVIET UNION: LESSON 55

4. The Soviet Union is one of the greatest industrial nations in the world. The fact that it advanced from backward poverty so quickly is an inspiration and a hope to other backward nations.

_____ a. Biased Against the Soviet Union
_____ b. Biased for the Soviet Union
_____ c. Reasonably Unbiased

5. The needs of the Soviet consumer have been neglected to fulfill the requirements of a government preoccupied with industrial and military might.

_____ a. Biased Against the Soviet Union
_____ b. Biased for the Soviet Union
_____ c. Reasonably Unbiased

6. The Communists have done a remarkable job in educating their people. Illiteracy is very low. At all levels of learning education is free.

_____ a. Biased Against the Soviet Union
_____ b. Biased for the Soviet Union
_____ c. Reasonably Unbiased

7. Each of our (Russian) collective farms is a small democracy. Each farmer-member votes for a chairman and a board of managers. In this way all workers have a voice in the management of their "Kolkhoz" and desire its success.

_____ a. Biased Against the Soviet Union
_____ b. Biased for the Soviet Union
_____ c. Reasonably Unbiased

EVALUATING INFORMATION/Determining BIAS

Name______________________________

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CHINA: LESSON 56

Studying about a culture such as China's is more difficult for American students then studying about the culture of a country such as Great Britain. Sharing a common language, political ideals, and economic history enables us to "intuitively understand" much of what happens in Great Britain. China's culture, on the other hand, seems strange -- which many interpret as inferior. For example, make a mental picture of a man with a pigtail in a dark skirt reading a book from back to front in a sing-song voice. Most of us with a Western European heritage would not have a very positive image of this man. Yet he would be representative of a culture that dates back 35 centuries; a culture that produced great art, literature, philosophy, and architecture while the ancestors of Western European culture were warring tribes. You must, therefore, recognize that you have "built-in" biases that affect how you interpret another person's words.

Because of ideological differences with China, authors often express strong bias for or against her. Most writing contains both factual information and more opinionated interpretations. The critical reader needs to be aware of not only when an author is using fact or opinion but also when the opinions are based upon facts or logic and when the opinions are very biased in tone. Unbiased writing is reasonably fair and objective. Biased writing is often exaggerated and emotional in tone.

In the following you will find pairs of quotes made by historical figures about China. Place an X by the quote that you feel is the more biased of the two. Remember you must be careful to note your "built-in" biases as well as the author's bias when you read the quotes.

X = More Biased of the two excerpts. Underline key words or clauses in the statement that are especially biased.

Topic 1: China War of 1862, Lt. Col. Wolsley

a. ____ Thus ended the China War of 1862, the shortest, most brilliant, and most successful of all that we have waged.

b. ____ Acts of violence and oppression against our merchants, which initiated the war with China, should now be eliminated.

Topic 2: Opium War, Chinese Advisor

a. ____ The English barbarians are an insignifcant and detestable race and after a single defeat, being deprived of provisions, will become dispirited and lost.

b. ____ Though it is very true that their (the English) guns are very destructive... their aim will be rendered unsteady by the waves; while we (the Chinese) can more steadily return the fire.

EVALUATING INFORMATION/Determining BIAS

CHINA: LESSON 56

Topic 3: Buddhism, Isaac T. Headland

a. ____ Let the poverty, the ignorance, the weakness and the immorality of the Buddhist countries testify to its failure as a religious system.

b. ____ Try to work out a theory of your own as to why the Christian countries are wealthy....with so many comforts and the Buddhist lands are without these things. Is it the religion or are other factors such as culture, history, and availability of resources just as significant?

Topic 4: Foreign missions in China, Wolfgang Franke

a. ____ The mission schools in China from about 1900 on became a predominant factor in the spread of Western ideas and the Western way of life, and formed the center of what is known in Communist terminology as the "cultured invasion."

b. ____ In light of the events in China since 1948, it is obvious that the effect of the mission schools was to produce an educated Chinese class with a severe inferiority complex to Western ways.

Topic 5: Personalities of Chiang Kai-scheck and Mao-Tse-tung, Robert Payne

a. ____ The duel between Mao and Chiang was essentially personal, but at the same time it was a duel between two opposed facets of the Chinese mind.

b. ____ The gravest mistake Chiang ever made was in his intolerance and contempt for the peasant heritage of Mao.

EVALUATING INFORMATION/Determining BIAS

Name________________________________

Section______________________________

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CHINA: LESSON 57

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X = More Biased of the two excerpts. Underline key words or clauses in the statement that are especially biased.

Topic 1: Chinese Famine of 1943-44, Theodore H. White

a. ____ Stupidity and inefficiency mark the Nationalist government's relief efforts.

b. ____ As peasants starved the government continued to collect the basic food tax (a percentage of all crops was given to the government) which was often more than was actually produced.

Topic 2: Chinese Women's Fashions, John Boderick

a. ____ Deprived of the props so dear to feminine hearts, the women of China continue to be among the loveliest anywhere.

b. ____ The Chinese permit fashion extreme only for the young and old. The rest of the population are studies in blue or brown.

CHINA: LESSON 57

Topic 3: Friendships in China, Ezra F. Vogel

a. ____ When a person wonders under what circumstances information he may give a friend might be brought to the attention of authorities, friendship and personal commitment are weakened.

b. ____ Fifteen years of Communist rule have had a detestable influence on the quality of friendships in China.

Topic 4: Change

a. ____ China is never-changing. It has reached a pinnacle of human civilization and needs change ever so slightly to achieve perfection.

b. ____ Despite the effects of Communism in China, basic Chinese values have remained constant for centuries.

Topic 5: Thought Control, unknown Chinese government official

a. ____ The aim of Chinese thought control since 1949 has been to tighten government and party control over society.

b. ____ To oppose thought control in China is to be unsocialist and against the Chinese Communist revolution.

EVALUATING INFORMATION/Determining BIAS

Name________________________________

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NUCLEAR POWER AND THE ENVIRONMENT: LESSON 58

When people take a stand on an issue, they make decisions about what information they think is important to believe or disbelieve. This decision is usually based on their past experiences and their desired results. These experiences and desired results give each person their own particular BIAS. In the statements below indicate the bias being shown in each statement.

Place an "X" by the statements made by someone SUPPORTING nuclear power.

Place a "Y" by the statements made by someone OPPOSED to nuclear power.

_____ 1. Plutonium remains dangerous for 25,000 years.

_____ 2. If a nuclear plant ever "melts down," millions may die.

_____ 3. No one has ever been killed by an accident at a nuclear power plant.

_____ 4. We don't have any place that will safely store nuclear wastes.

_____ 5. The rest of the world is building nuclear plants as fast as they can.

_____ 6. Many workers in uranium mines have gotten cancer.

_____ 7. Nuclear power creates no pollution from smoke like coal does.

_____ 8. We are going to run out of other fuels before we have enough nuclear plants.

_____ 9. With more nuclear power plants, the United States would not have to be so dependent on the Middle East.

_____ 10. Terrorists could threaten to destroy a nuclear plant to get what they wanted.

_____ 11. Waste water from nuclear plants can ruin the river or lake it is dumped into.

_____ 12. The United States has sufficient reserves of uranium to avoid the need for foreign imports for at least 50 years.

_____ 13. Very few nuclear plants have been built lately because of protests by local communities.

_____ 14. Several major cities are now getting more than 50 percent of their power from nuclear plants.

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THE FEDERAL BUDGET AND ECONOMIC GOALS: LESSON 59

Most of our decisions are based on the way we understand and use the information we have available. Our past experiences affect the information we think is important, the way we use it, and our expected results from using it that way. We frequently can guess what will happen when or if we do something before it happens. Our expectations, thus, give us a bias about that information and its effects. The more important the result of the decision is, the more it is going to affect the understanding of the information a person has and the more likely it is that it will produce a biased point of view.

Every two years Congress decides on how to spend 200 billion dollars or more. Their efforts to determine the budget are influenced by the information they are given by various interest groups. Much of the information they receive is biased.

In the paired statements below decide which of the statements is more BIASED, and place an "X" by that statement.

_____ 1. Most poor people are lazy and given the opportunity to work would rather stay on welfare.

_____ 2. Some poor people can make less money working than they can on welfare because of their low skill level.

_____ 3. America is the land of opportunity and there is a job for everyone who really wants one.

_____ 4. Increased government spending would provide jobs for many of the people who cannot find one now.

_____ 5. We need more missiles because the Soviet Union has 20 percent more land-based missiles than we do.

_____ 6. We need more missiles because we must be the strongest country in the world to guarantee peace with the Soviet Union.

_____ 7. The U.S. needs to improve its highway system because better highways make a better America.

_____ 8. The U.S. needs to improve its highway system because better highways mean lower trucking charges.

THE FEDERAL BUDGET AND ECONOMIC GOALS: LESSON 59

_____ 9. Price supports for farm products haven't been raised for four years and no farmer can make a decent living at today's prices.

_____ 10. Price supports for farm products haven't been raised for four years and farmers' incomes are slipping below the national average.

_____ 11. Every time the U.S. makes another advance in space, it's a signal to the world of our superiority.

_____ 12. Many countries have requested our help in starting a space program since our last successful trip around Mars.

_____ 13. A national debt of 790 billion dollars is killing our chances of economic progress.

_____ 14. The national debt is growing at 10 percent per year and the interest on it is taking money from other valuable projects.

_____ 15. The federal government needs to increase its aid to education because local property owners are refusing to pay the higher costs through tax increases.

_____ 16. The federal government needs to increase its aid to education because we must have the best schools in the world.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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THE GREAT DEPRESSION: LESSON 60

Statements of FACT can be proven true. Statements of OPINION cannot be proven true or false. Opinion is a statement of belief.

Below are a series of statements regarding the depression era in American History.
CIRCLE the F if the statement is a FACT.
CIRCLE the O if the statement is an OPINION.

F O 1. President Hoover's economic policies caused the great depression.

F O 2. In 1933 twenty-five percent of America's labor force was unemployed.

F O 3. President Roosevelt hoped to end the depression by increased government spending.

F O 4. If President Roosevelt had not come to the aid of the unemployed, there would have been a revolution in the United States.

F O 5. President Roosevelt's New Deal led America toward a socialistic economy.

F O 6. President Roosevelt cared more about the unemployed than did President Hoover.

F O 7. Increased government spending during 1932-36 brought an end to the depression.

F O 8. Because of our increased knowledge of how the economy operates, there could never to be another depression.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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SLAVERY: LESSON 61

FACTS are statements that can be proven true.
OPINIONS cannot be proven true or false. An OPINION is a statement of belief.

Read each of the following statements carefully.
CIRCLE the F if the statement is a FACT.
CIRCLE the O if the statement is an OPINION.

F O 1. Most Southerners lived on small farms, not large plantations.

F O 2. Slavery was the best way to prepare the black Africans for eventual freedom.

F O 3. Slaves often broke tools or destroyed crops as a method of protesting against slavery.

F O 4. Slavery would have ended without a war because it was not an efficient way to make money.

F O 5. There were about 4,000,000 slaves in the South in 1850.

F O 6. The Southerners used the Bible to prove that slavery was not wrong.

F O 7. Congress passed a law requiring that slaves who ran away to the North had to be returned to their master.

F O 8. Most Southerners did not own any slaves.

F O 9. The slaves were treated better in the South than poor factory workers in the North.

F O 10. Slavery was the cause of the Civil War.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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RUSSIAN HISTORY: LESSON 62

Most people tend to believe what they read in history books as being the truth. They reason that history is the study of past people, places, and events; in short, history is the study of facts. Because history deals with fact, history books contain only factual information. What these students fail to realize is that historians spend a great deal of time and effort trying to discover causes, relationships, and interpretations of many interrelated facts. In this interpretation phase of a historian's job, historians are expressing their opinions. Historians can and often do differ in their interpretations of history.

This activity will give you an opportunity to read statements taken from a variety of historical sources. If the statement is factual -- can be proven true or false, label it "Fact." If the statement cannot be proven true or false and is the author's interpretation or belief, label it "Opinion."

F= Fact = Statements that can be proven true or false
O= Opinion = Statements that are personal views

_____ 1. The Mongol hordes of the 13th to the 15th centuries controlled the largest land empire the world has known -- including almost all of modern Russia.

_____ 2. The Mongols were the most vicious and cruel of any invading army.

_____ 3. The 250 years of Mongol control of Russia has left a lasting effect on Russian culture.

_____ 4. Ivan the Great was the first Russian ruler to successfully challenge Mongol control in the late 15th century.

_____ 5. Ivan the Great was Russia's greatest ruler before the Revolution of 1917.

_____ 6. The Russian conquest of Siberia in the last half of the 16th century was the greatest military achievement since the Mongol invasion.

_____ 7. Firearms were a key element in the Cossack conquest of the Mongol capital of Sibir.

_____ 8. The Czars of Russia copied the autocratic rule of their Mongol predecessors and effectively stifled the growth of democratic ideas in Russia.

_____ 9. The era after Ivan the Great's death, 1584-1613, was one of weak rule and conflicting claims to the Russian throne.

_____ 10. Without Poland's interference, Russian rule would have been strong in the era 1584-1613.

RUSSIAN HISTORY: LESSON 62

____ 11. The wars, invasions, rebellions, and economic troubles of the late 16th century and early 17th century made the Russian people more accepting of the strong central authority of Czar Mikhail Romanov.

____ 12. Russia's war with Poland, 1654-1667, ended the future threat of Polish intervention.

____ 13. The Code of 1649, which made all Russian peasants the property of their landlords, was the worst event in Russian history.

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RUSSIAN HISTORY: LESSON 63

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_____ 1. Stanka Razin's peasant's revolt of 1671 proves that the Russian people love liberty as much as the average American.

_____ 2. During the reign of Peter the Great, 1689-1725, Russia became a major military power.

_____ 3. The lives of 200,000 Russians who died building St. Petersburg for Peter the Great was too high a price to pay.

_____ 4. Russia would have become a great nation even without Europe's help in technology, commerce, and the arts.

_____ 5. The Russian people are accustomed to suffering and accept it better than any other people in the world.

_____ 6. During the reign of Czarina Catherine the Great, 1762-1796, important territory was added to the Russian nation.

_____ 7. The development of democracy and nationalism was slower to develop in Russia than in France, Great Britain, and Germany.

_____ 8. The Russian peasants were not justified in revolting against the rule of Nicholas because he was just trying to keep civil order.

_____ 9. Russian defeat by Turkey in the Crimean War, 1853, demonstrated the inferiority of rule of a Czar when compared to rule by more democratic principles.

RUSSIAN HISTORY: LESSON 63

_____ 10. The reforms of Czar Alexander II, 1855-1881, who freed the Russian serfs, were too little and too late to end the dissatisfaction of the Russian peasants.

_____ 11. Leo Tolstoy was Russia's greatest novelist because he so accurately captured on paper the spirit of Russian nobility.

_____ 12, The assassination of Alexander II in 1881 was a tragedy for Russia because he was willing to allow more reforms.

_____ 13, The overthrow of the Russian Czars was inevitable because they refused to accept change.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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RUSSIAN HISTORY: LESSON 64

The attitude of the American public toward the Soviet Union has undergone many changes over the past 60 years. As world events have shifted, so too have American feelings of trust or mistrust toward the goals of the Soviet leaders. The facts about the Soviet Union are the same for all who study her activities in world affairs, yet policymakers for the United States are sometimes divided in their opinions of what the Soviet Union wishes to accomplish. Facts without some sort of analysis are often uselsss. But analysis contains an element of interpretation or opinion. Critical readers must be able to distinguish the factual statement from the opinion and them interpret and form their own opinions.

Below are statements about the Soviet Union that have been used to develop our attitudes toward her. If the statement can be proven true or false, label it "Fact." If the statement is an interpretaton or what someone believes is true but cannot be proven, label it "Opinion."

F = Fact = Statements that can be proven true or false
0 = Opinion = Statements that are personal views

_____ 1. Soviet agricultural production often does not meet expected production levels.

_____ 2. Russia's history has taught her that to survive the threat of strong neighbors, rebellion, famine, and pretenders (people who falsely claim to be Czar), she must have a strong central government.

_____ 3. No event in the history of the world has affected more people than the spread of communism.

_____ 4. Communism is one of the most powerful ideologies of the last 200 years.

_____ 5. Only in countries where the population is very poor has the idealism of a classless communist society gained widespread popular support.

_____ 6. If a few radical Bolsheviks, led by Lenin, had let Kerensky's Provisional Government alone, the Soviet Union would be democratic and the people better off.

_____ 7. Soviet leaders have expressed the hope that they can eliminate capitalism everywhere in the world.

_____ 8. Stalin's seizure of the land Lenin had given the peasants was necessary if Russia was to quickly "move into the 20th century."

_____ 9. Under Stalin's leadership, Russia was molded into an industrial power.

RUSSIAN HISTORY: LESSON 64

_____ 10. The tremendous strides made in the Soviet Union since 1917 prove the superiority of the communist ideals.

_____ 11. Since 1914, wars, purges, and forced collectivization have taken the lives of between 30 and 50 million Russian people.

_____ 12. If left alone, the Soviet people will develop more democratic and capitalistic forms of government.

_____ 13. The Soviet Union invaded Hungary in 1958.

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RUSSIAN HISTORY: LESSON 65

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Below are statements about the Soviet Union that have been used to develop our attitudes toward her. If the statement can be proven true or false, label it "Fact." If the statement is an interpretation or what someone believes is true but cannot be proven, label it "Opinion."

F = Fact = Statements that can be proven true or false
0 = Opinion = Statements that are personal views

_____ 1. The Soviet Union has done more for world communism than China has.

_____ 2. The Soviet Union has vast resources of many vital resources such as coal and oil.

_____ 3. Most of land area of the Soviet Union is in Asia while most of the population is in Europe.

_____ 4. The Russian Revolution of 1917 has advanced the cause of communist ideals.

_____ 5. The average Soviet citizen is better off today than in 1917.

_____ 6. The Soviet Union is not justified in encouraging revolutions in other countries because innocent poeple often suffer.

_____ 7. Without the ideas of Karl Marx, there could have been no communist movement.

_____ 8. The Soviet Union has made rapid advances in science and technology since 1917.

_____ 9. Military superiority of the United States over the Soviet Union is necessary for our future security.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

RUSSIAN HISTORY: LESSON 65

_____10. The Soviet Union was not justified when it invaded Hungary in 1958.

_____11. The present constitution of the Soviet Union was developed in 1936.

_____12. Members of the Russian embassy in the United States have been caught spying.

_____13. The primary purpose of Russian cultural exchanges to the United States is to spy.

_____14. The failure of Soviet agriculture is the result of collective farming methods.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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DEFENSE SPENDING: LESSON 66

In making a decision it is important to be able to determine which information is FACTUAL and which is an OPINION or interpretation of facts. Decisions are frequently based on all three types of information: facts, opinions, and interpretations. Facts can be proven right or wrong. Opinions and interpretations may be right or wrong but cannot be proven. Any statement that can be proven is a FACT.

Defense spending by the government is frequently an area of disagreement by many people in our country. In the list below, decide which of the statements is factual and place an "X" by that statement. Remember any statement than can be PROVEN is a FACT.

_____ 1. The U. S. has more missiles than the Russians.

_____ 2. The U. S. attitude has been growing steadily weaker.

_____ 3. The National Security Council is in favor of building more submarines.

_____ 4. Russia has had two civil defense drills in the past year.

_____ 5. The Russians are determined to be the most powerful country in the world.

_____ 6. The Russians are trying to decide if they can strike first and survive.

_____ 7. Russia and China have had several border clashes during the past year.

_____ 8. China has sent an ambassador to Washington to discuss a treaty.

_____ 9. Russia intends to develop a major influence in Africa.

_____10. If we cut our defense spending, so will Russia.

_____11. We have to have a strong defense system if we are to be safe in the world.

EVALUATING INFORMATION/Differentiating Between Fact and Opinion

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UNION ELECTION: LESSON 67

Since the development of craft unions in Europe during the 18th century there has been a division of opinions about the advantages of belonging to a union.

Elections are frequently held by workers to decide if they want a union to represent them in dealing with their employer. Imagine that you are working in a plant that is about to have an election deciding whether or not to join a union. As you listen to other workers discussing the union, you hear the following statements about the union. Place an "X" by each of statements you think is a fact.

_____ 1. This same union got a good contract for the factory in a neighboring town.

_____ 2. The union has had three people working on getting votes in the plant for the past month.

_____ 3. Everyone who votes for the union will be fired.

_____ 4. The union will get higher wages for us.

_____ 5. This same union at company "X" called a strike last year.

_____ 6. I belonged to a union at my last job.

_____ 7. The union movement first got started in 1909.

_____ 8. The company will close rather than let the union get started.

_____ 9. The company president is against the union.

_____10. If the union gets in, the workers will get what they want.

_____11. We will all have to pay dues to the union if it gets in.

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

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COLONIZATION OF THE UNITED STATES: LESSON 68

RELEVANT information will help us solve a problem or aid us in answering a question. IRREVELANT information does not aid us in solving a problem or in answering a question.

You are trying to answer the question "Why did people leave Europe and settle in the New World?" To answer the question, you skim through a textbook looking at the section headings. Below are a list of the section headings.

CIRCLE the R for RELEVANT if you think the section would help to answer the question of why the colonists came.

CIRCLE the I for IRRELEVANT if you think the section would NOT help to answer the question of why the colonists came.

R I 1. Columbus discovers America.

R I 2. The fur trade attracts French merchants.

R I 3. The Dutch and Swedes come to America.

R I 4. A famous naval battle is fought in 1585.

R I 5. The Pilgrims found Plymouth Colony.

R I 6. Maryland offers freedom of worship.

R I 7. Georgia: A refuge for debtors.

R I 8. England seizes the Dutch colonies.

R I 9. The threat of the Iroquois.

R I 10. The decline of Spanish power.

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

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PRESIDENT ROOSEVELT AND THE REVOLUTION IN PANAMA: LESSON 69

RELEVANT information helps us solve a problem or answer a questions.
IRRELEVANT information does NOT help us in solving a problem or in answering a question.

You have been given the assignment of determining if President Roosevelt helped a revolution develop in Panama so that a canal could be built and controlled by the United States.

CIRCLE the R if the information is RELEVANT to the question of President Roosevelt's role in the revolution.

CIRCLE the I if the information is IRRELEVANT to the question of President Roosevelt's role in the revolution.

R I 1. The French had failed in their efforts to build a canal across Panama.

R I 2. The United States had arranged a treaty with Columbia to build a canal across Panama, but the Columbia Congress rejected the treaty.

R I 3. Some United States Congressmen wanted to build the canal across Nicaragua.

R I 4. President Roosevelt recognized the independent country of Panama immediately after its revolution with Columbia.

R I 5. One person was killed in the revolution in Panama.

R I 6. President Roosevelt ordered the American gunboat NASHVILLE to an area off the coast of Panama before the revolution took place.

R I 7. President Roosevelt met with Bunau-Varilla, a leader of the revolution, days before the uprising broke out.

R I 8. When the Panama Canal was completed, President Roosevelt called it "the engineering feat of the ages."

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

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EUROPEAN HISTORY: LESSON 70

Some of what historians write in history books is merely their best interpretation of facts as they see them. When writing about the first human inhabitants there are no written records. Archeologists and ancient historians have to make inferences from artifacts found randomly. Later, people left written records of their activities but historians cannot always take these writings at face value. Often these writings are about the rulers of an area and do not accurately reflect what the average person was like or how he/she lived. Also, the writers may have been trying to flatter the ruler by their descriptions. As historians get closer and closer to the present time, they are faced with more problems than just determining bias. Contemporary historians may find that they have too much information about an event. Thus, they are forced to select and omit some information from their studies. Limited time makes the selection of the best sources of information crucial to much historical study.

Below you will find a series of historian's interpretations and possible sources of information about each one. Place an X by each source you feel would contain the most relevant information to support or refute the historian's conclusions.

X = Most relevant source (assume that all the sources are equally unbiased)

Note: You may need to have a history book handy to look up people and events mentioned in this lesson.

Historical Interpretation 1. Life for the average peasant during the Dark Ages was drab.

Sources:
a. ___ An account of a feudal lord's boar hunt.
b. ___ Tapestries depicting the leisure activities at French Court.
c. ___ A tax list of the possessions of a feudal serf.

Historical Interpretation 2. During the Dark Ages in Western Europe, 500-1000 A.D., much of the rest of the world thrived culturally.

Sources:
a. ___ A list of churches built in Western Europe from 500 - 1000 A.D.
b. ___ Marco Polo's book about China written in 1298 and entitled Description of the World.
c. ___ Accounts of Moslem cultural achievements in 600 - 1000 A.D., found during the first Crusades which began in 1095.

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

EUROPEAN HISTORY: LESSON 70

Historical Interpretation 3. During the Renaissance (14th through the 16th centuries) values shifted from emphasizing religion and the hereafter to the here and now, scientific observation, and a spirit of humanism.

Sources: a. ___ *The Complete Works of Leonardo da Vinci*.

b. ___ A copy of the *Bible* completed in 1463.

c. ___ A portrait of Cosmo de Medici.

Historical Interpretation 4. The *Magna Carta*, signed by King John I of England in 1215 A.D., set principles which have survived to this day as the foundations of all modern democracies.

Sources: a. ___ The geneology, or family tree, of English royalty in the 12th and 13th centuries.

b. ___ A chart of the feudal heirarchy and land holding in England in 1215 A.D.

c. ___ A complete translation into modern English of the text of the *Magna Carta*.

Historical Interpretation 5. The results of England's relatively orderly progression toward guaranteeing basic human liberties suggest that *change by evolution may be more desirable than change by revolution*.

Sources: a. ___ Translations of the *Magna Carta* and Karl Marx's *Das Kapital*.

b. ___ Symposium transcript of "Economic costs of the Russian and Chinese revolution of the 20th century."

c. ___ A comparison of the Reformation in England and the rest of Western Europe with emphasis on the Thirty Years War.

Historical Interpretation 6. Each of the three revolutions which most advanced the cause of individual rights -- the English, the American, and the French -- was increasingly violent.

a. ___ A diary of a soldier at Valley Forge in the winter of 1777.

b. ___ Symposium transcript of "Economic costs of the English, American, and French Revolutions."

c. ___ A comparison of the political philosophies of Jefferson, Rosseau, and Locke.

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EUROPEAN HISTORY: LESSON 71

Some of what historians write in history books is merely their best interpretation of facts as they see them. When writing about the first human inhabitants there are no written records. Archeologists and ancient historians have to make inferences from artifacts found randomly. Later, people left written records of their activities but historians cannot always take these writings at face value. Often these writings are about the rulers of an area and do not accurately reflect what the average person was like or how he/she lived. Also, the writer may have been trying to flatter the ruler by their descriptions. As historians get closer and closer to the present time, they are faced with more problems than just determining bias. Contemporary historians may find that they have too much information about an event. Thus, they are forced to select and omit some information from their studies. Limited time makes the selection of the best sources of information crucial to much historical study.

Below you will find a series of historian's interpretations and possible sources of information about each one. Place an X by each source you feel would contain the most relevant information to support or refute the historian's conclusions.

X = Most relevant source (assume that all the sources are equally unbiased)

Note: You may need to have a history book handy to look up people and events mentioned in this lesson.

Historical Interpretation 1. After a quarter-century of war and revolution (1789-1815) an exhausted Europe tolerated the return of kings and queens. Yet, democracy and nationalism were still powerful forces among the people of Europe.

Sources:

a. ___ An analysis of the Congress of Vienna (1815) and the Quadruple Alliance.

b. ___ Analysis of the causes of the European-wide rebellions of 1848.

c. ___ Analysis of the causes of the Greek Revolt against her Turkish rulers in the 1820's.

EUROPEAN HISTORY: LESSON 71

Historical Interpretation 2. Militarism and Imperialism in the late 19th century made inevitable the formation of rival alliances, minor conflicts, and, eventually, World War I.

Sources:
a. ___ Documentary Film: "The Last Day of Archduke Francis Ferdinand."

b. ___ A history of European international crises and their causes, 1904-1914.

c. ___ Comparison of the military might of the Triple Entente and the Triple Alliance.

Historical Interpretation 3. Distorted nationalism could be seen in many forms throughout Europe, 1900-1914.

Sources:
a. ___ Newspaper accounts from different European countries of European conflicts, 1900-1914.

b. ___ A review of Western European technological advances in industry, 1900-1914.

c. ___ A military history, the Balkan Wars, 1912-1913.

Historical Interpretation 4. Hitler effectively used propaganda, the "big lie," to win German support for Nazi ideals.

Sources:
a. ___ American newspaper accounts of German political elections in 1933.

b. ___ A review of German economic problems in the 1930's.

c. ___ Video tapes and translations of Hitler's major public speeches, 1933-1939.

Historical Interpretation 5. Since WWII supra (above) nationalism has made important gains over super nationalism in the Western World.

a. ___ Biographies of survivors of the Holocaust in Western Europe.

b. ___ A report on the goals and achievements of the European Economic Community (Common Market).

c. ___ The table showing inflation rates in all Western European countries since the end of WWII.

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

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EUROPEAN HISTORY: LESSON 72

Historians, like detectives, are often faced with a bewildering number of facts to analyze when researching historical events. For historians, and detectives alike, the key to the successful unraveling of a mystery is asking the right questions. Relevant questions lead the historian and detective to the key facts that help them solve their problems. Almost as important is the fact that the right questions eliminate the necessity of looking at and analyzing irrelevant information.

Below you will find a series of historical interpretations. Under each interpretation are two or three questions. Place an X by the questions which if answered would provide the most relevant information to prove or disprove the interpretation.

X = Answer to this question would provide the most relevant information

Historical Interpretation 1. The decline and fall of the Roman Empire ended the benefits of a strong government in Western Europe during the Dark Ages.

Questions a. ___ Who were the Popes during the Dark Ages?

b. ___ Was Western Europe succesfully invaded and occupied by non-Europeans during the Dark Ages?

c. ___ What was the life expectancy during the Dark Ages?

Historical Interpretation 2. The Renaissance and Reformation spurred Europe toward the modern era of world leadership.

Questions a. ___ What political changes occured in Western Europe after 1517?

b. ___ How did the printing press work?

c. ___ How accurate was Harvey's dissertation on how blood circulates through the human body?

Historical Interpretation 3. The Magna Carta, signed by King John I of England in 1215 A.D., set principles which have survived to this day as the foundations of all modern democracies.

Questions a. ___ Did the death of Elizabeth in 1603 end England's golden age?

b. ___ How did the English defeat of the Spanish Armada in 1588 affect the European balance of power?

c. ___ How has the power of the English monarchy changed as the power of Parliament changed?

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

EUROPEAN HISTORY: LESSON 72

Historical Interpretation 4. The development of Parliament's power in England was for the times exceptional in the 17th and 18th centuries when compared with the development of the concept of "democracy" in the rest of Western Europe.

Questions
a. ___ What important decisions did France's Estates General (equivalent of Parliament) make during the 17th and 18th centuries?
b. ___ How much did it cost to build the Palace of Versailles during the reign of France's Louis XIV, 1643-1715?
c. ___ How did the Protestant Revolution affect the Catholic Church's power in Western Europe in the 17th and 18th centuries?

Historical Interpretation 5. The French were leaders in 17th century Europe in both the arts and world power.

Questions
a. ___ Who were the most influential people in 17th century French society?
b. ___ What was the role of the Catholic Church in 17th century French politics?
c. ___ What persons and works exemplify the spirit of the Renaissance in 17th century France?

Historical Interpretation 6. The Absolutism of Louis XIV lacked one essential quality that made later revolution inevitable in France -- the ability to adapt to the idea of democracy.

Questions
a. ___ What were the major achievements of France during the reign of Louis XIV 1643-1715?
b. ___ How did the belief in the divine right of Kings affect the French ruler's political ideas?
c. ___ Was Louis XIV the greatest ruler in French history?

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

Name ____________________

Section ____________________

Teacher ____________________

EUROPEAN HISTORY: LESSON 73

Historians, like detectives, are often faced with a bewildering number of facts to analyze when researching historical events. For historians, and detectives alike, the key to the successful unraveling of a mystery is asking the right questions. Relevant questions lead the historian and detective to the key facts that help them solve their problems. Almost as important is the fact that the right questions eliminate the necessity of looking at and analyzing irrelevent information.

Below you will find a series of historical interpretations. Under each interpretation are two or three questions. Place an X by the questions which if answered would provide the most relevant information to prove or disprove the interpretation.

X = Answer to this question would provide the most relevant information

Historical Interpretation 1. The Industrial Revolution, which began in the 18th century, altered mankind's way of life.

Question
a. ___ Did the Industrial Revolution begin in England?

b. ___ How has the Industrial Revolution affected the growth of both the middle class and cities?

c. ___ What is mankind's greatest invention from the Industial Revolution?

Historical Interpretation 2. Nationalism grew first to forge nations from scattered people, but from 1848 on it evolved into distortions of pride, hatred, and war.

Questions
a. ___ How have the great philosophers of Europe since 1848 defined nationalism?

b. ___ How did nationalism aid in the progress of the Industrial Revolution?

c. ___ How did Bismark in Germany and Garibaldi in Italy exploit nationalism to unite their nations?

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

EUROPEAN HISTORY: LESSON 73

Historical Interpretation 3. The failure of WWI to resolve existing European political and economic problems led to public depression and the rise of communism, fascism, and nazism.

Questions a. ___ Why did people feel democracy was unable to solve national problems?

b. ___ Who were the leaders of the communist, fascist, and nazi movements?

c. ___ Why were nazi Germany and fascist Italy defeated in WWII?

Historical Interpretation 4. Over-heated nationalism, imperialism, and militarism were fundamental causes of both WWI and WWII.

Questions a. ___ How did Japanese Shinto teachings of national superiority compare with German master race doctrines?

b. ___ How did Stalin and Lenin compare as leaders of communist Russia?

c. ___ What were American political ideals during the era between WWI and WWII?

Historical Interpretation 5. The United Nations, by providing a forum for world opinion, has helped reduce international tension in numerous crises.

Questions a. ___ Who are the members of the United Nation's Security Council?

b. ___ Has the United Nations ended nationalism as a force in world affairs?

c. ___ What role did the United Nations play in the 1949 cease fire in Israel and the 1960-64 Civil War in the Congo?

Name ______________________

Section ______________________

Teacher ______________________

CONGRESSIONAL INVESTIGATION OF OIL PRICES: LESSON 74

The information that is valuable to consider in making a decision is called RELEVANT information. Information that would not be helpful in making a decision is called IRRELEVANT information.

With the 400 percent increases in the price of foreign oil and the feeling by many people in the United States that the oil companies created shortages to get higher prices and parger profits, a congressional committee has been called to investigate the oil companies price increases. You have been hired by the committee to organize their investigators. Since you are limited in the number of investigators you have available, you are to make sure they spend their time investigating information that will help the committee make its decision. Place an X by the information below that is most relevant and will help the committee decide whether oil prices and profits are set too high.

________ 1. Unused refinery capacity

________ 2. Oil reserves held by companies

________ 3. Salaries of top executives of oil companies as compared to other companies

________ 4. Profits made by local service stations

________ 5. Percent of ownership of foreign oil supplies by local producers

________ 6. Oil reserves that are not now being drilled for by oil companies

________ 7. Profits made on the past years by oil companies

________ 8. Vacations taken by oil company employees

________ 9. The number of oil company employees in labor unions

________ 10. The public opinion about the size of oil company profits

EVALUATING INFORMATION/Identifying Relevant and Irrelevant Information

Name ______________________________

Section ______________________________

Teacher ______________________________

SELECTION OF A SUPREME COURT JUDGE: LESSON 75

Frequently when a decision is to be made, the decision-maker must decide what information is valuable to consider RELEVANT and which information to be unconcerned about IRRELEVANT.

Imagine that you are a local newspaper editorial writer. You have been given the assignment to write an editorial on qualifications of the President's candidate for a vacancy on the United States Supreme Court. Your article is limited to a corner of the editorial page so you can only include the relevant information. Place an X by each of the pieces of information that you think is relevant, valuable to consider in deciding whether or not the person is qualified to be a Supreme Court Judge.

________ 1. Graduation from law school

________ 2. Experience as a federal judge

________ 3. Number of children

________ 4. Divorce three years earlier

________ 5. Membership in a club that excluded Indians

________ 6. Attendance at a private high school

________ 7. Belief that the police are being prevented by recent laws from doing their jobs

________ 8. Ownership of a cabin in Maine

________ 9. Attending law school during WWII and not serving in the military

________ 10. Recommendation for the Supreme Court from the American Bar Association

________ 11. Life threatened by a person recently sentenced by the candidate to 20 years in prison

________ 12. Past work on the President's last election

________ 13. Earnings of $100,000 a year in his law practice

SKILLS LESSONS

III. USING TIME AND PLACE SKILLS

Name_______________________________

Section____________________________

Teacher____________________________

CONSTRUCTING A TIME LINE: LESSON 76

You will need a ruler.

Definition: A time line is a straight line marked off into intervals, usually years, to show the order of events in history.

Century = 100 years

Decade = 10 years

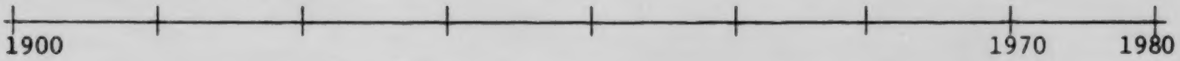
The years between 1600-1699 are called the 17th century.
The years between 1700-1799 are called the 18th century.

The period 1800-1899 would be the ______________ century.

You were born in the __________________ century.

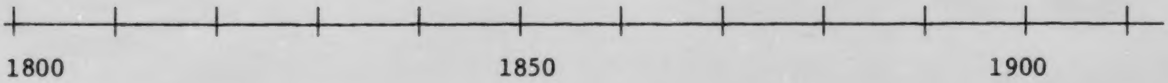
Remember all intervals must be equal. For example, the space between 1900 and 1910 must be the same as the space between 1910 and 1920.

1.



Label the time line above with the following dates:
1910, 1920, 1930, 1940, 1950, 1960

2.



Place the following dates on the above time line: 1830, 1890, 1875, 1825.

You will have to make notches on the line for two of these dates. Why?

Explain.____

3. Make your own time line using the following dates: 1850, 1890, 1950, 1880, 1930, 1900.

Draw a line five inches long and use half-inch intervals:

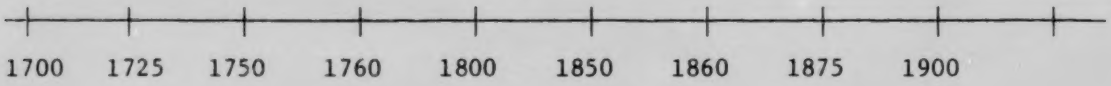
CONSTRUCTING A TIME LINE: LESSON 76

Answer the following questions:

a. How many years does your time span (cover)? ______________________________

b. How many years on this line are in the 20th Century?_______________________

4. Find the errors in the following line.



Which dates are incorrectly placed? ________, ________, ________

Now, cross out the incorrect dates and label the line correctly.

We use time lines to help establish the order of events, compare lengths of historical periods, and picture them in your minds. Therefore, dates on a time line should have some meaning.

5. Following are events which occurred in the 1960's. Place them on the time line.

1961	Bay of Pigs Invasion or Peace Corps established
1960	President Kennedy elected
1962	John Glenn, first American to orbit earch
1963	President Kennedy assassinated
1966	U.S. spacecraft landed on the moon
1967	Thurgood Marshall became the first Black on the Supreme Court
1968	Senator Robert Kennedy and Martin Luther King assassinated

6. Following are the dates of major wars in American history. Make a time line using these dates and the date of your birth. Then answer the questions which follow. Remember, intervals must be equal.

1776	Declaration of Independence
1846	Mexican War
1861	Civil War
1898	Spanish-American War
1917	World War I
1941	World War II
1950	Korean War
1961	Vietnam War
____	Date of your birth

CONSTRUCTING A TIME LINE: LESSON 76

a. Which century shows the most wars, 18th, 19th, or 20th?__________________

b. How many wars are shown in the 19th century?_____________________________

c. Which war occurred near your date of birth?_____________________________

Name______________________________

Section____________________________

Teacher____________________________

CONSTRUCTING A TIME LINE: LESSON 77

INSTRUCTIONS: Construct a time line for the years 1760 to 1985. Mark off 1/2 inch marks for every 15 years. Label each 15-year interval.

Using the time line which you just constructed, put the following events on the time line.

a.	1900	Boxer Rebellion in China
b.	1776	U.S. Declaration of Independence
c.	1914	World War I begins
d.	1948	Nation of Israel established
e.	1815	Napoleon defeated at Waterloo
f.	1763	French and Indian Wars
g.	1945	End of World War II
h.	1963	Assassination of John F. Kennedy
i.	1974	Resignation of Richard M. Nixon
j.	1949	United States and China cease having official contacts
k.	1961	Beginning of United States military personnel involvement in Vietnam
l.	1815	Assassination of Abraham Lincoln
m.	1863	Emancipation Proclamation

Name________________________________

Section_____________________________

Teacher_____________________________

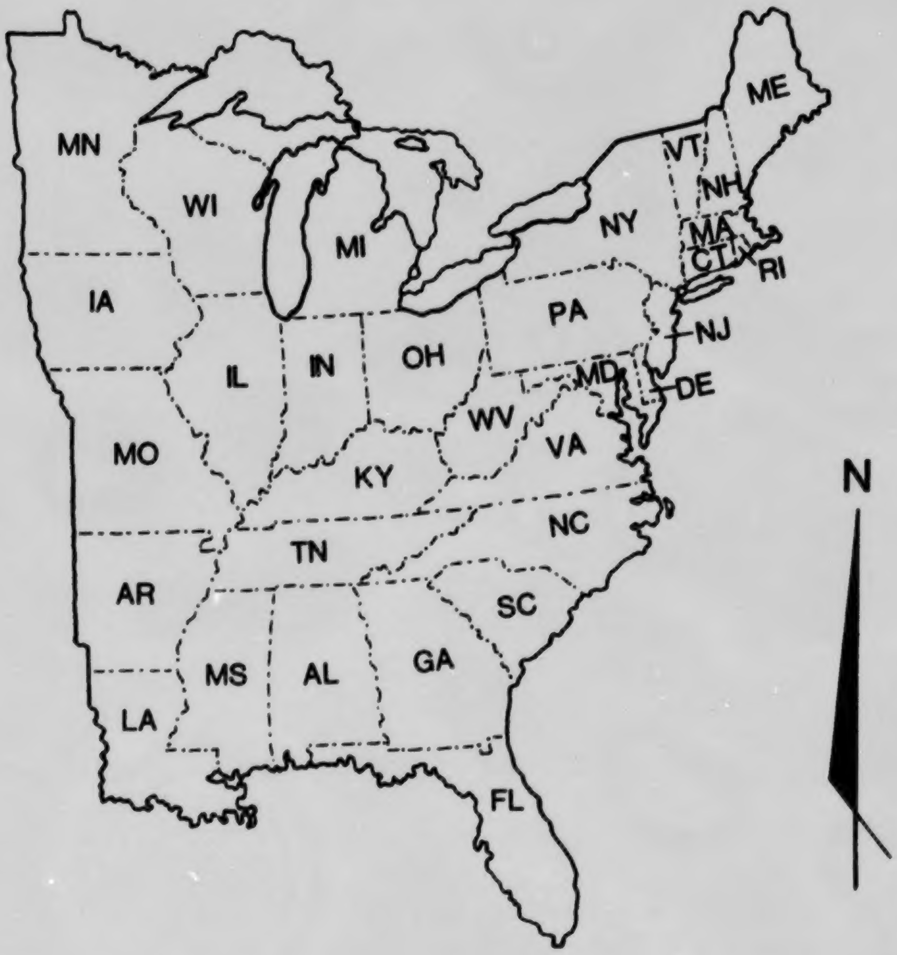
THE AMERICAN CIVIL WAR: LESSON 78

MAJOR BATTLES OF THE CIVIL WAR

	NAME OF BATTLE	WHEN BATTLE OCCURRED	WHERE BATTLE OCCURRED
a.	Antietam	September 17, 1862	Maryland
b.	Atlanta (campaign)	May 7 - September 2, 1864	Georgia
c.	Bull Run (First)	July 21, 1861	Virginia
d.	Bull Run (Second)	August 29-30, 1862	Virginia
e.	Chancellorsville	May 1-4, 1863	Virginia
f.	Chattanooga (battles around)	November 23-25, 1863	Tennessee
g.	Chickamauga	September 19-20, 1863	Georgia
h.	Cold Harbor	June 3, 1864	Virginia
i.	Fredericksburg	December 13, 1862	Virginia
j.	Gettysburg	July 1-3, 1863	Pennsylvania
k.	Petersburg (campaign)	June 14, 1864 - April 2, 1865	Virginia
l.	Seven Days' Battles	June 26-July 1, 1862	Virginia
m.	Shiloh	April 6-7, 1862	Tennessee
n.	Spotsylvania	May 10-12, 1864	Virginia
o.	Stones River	December 31,1862 - January 2, 1863	Tennessee
p.	Vicksburg (siege of)	May 22-July 4, 1863	Mississippi
q.	Wilderness	May 5-6, 1864	Virginia
r.	Winchester	September 19, 1864	Virginia

THE AMERICAN CIVIL WAR: LESSON 78

1. Arrange the battles along the time line in chronological order. Using the five-year period, 1860-1865, mark off six-month intervals at each half inch.


MN
WI
MI
IA
IL
IN
OH
PA
NY
VT
NH
ME
MA
CT
RI
NJ
DE
MD
WV
VA
MO
KY
NC
TN
AR
SC
MS
AL
GA
LA
FL
N

2. For each battle fought in a particular state, place a small check (✓) on that state.

3. Where were most major battles fought? Which state had the second most battles fought within it?

4. Given the geographical location of the major battles, in which section of the country would most devastation have been found?

TIME/PLACE SKILLS/Using Chronology

Name ____________________

Section ____________________

Teacher ____________________

WORLD POPULATION GROWTH: LESSON 79

You will need a pencil and a ruler.

1. How many years are covered by this graph of world population growth?

____

2. Note the scale along the bottom of the graph. For the period from 1750-1950, a century is about how many inches long? ____________________

3. If the whole graph were drawn at the same scale as that used for the period of 1750-1950, how long would your paper have to be? ____________________

4. How many people were in the world in 1975? ____________________

5. How many people will be in the world by 2,000 A.D.? ____________________

6. In what year did the world reach its first billion people (based on this graph).

____

7. How many years did it take to add a second billion? ____________________

8. How many years did it take to double the population from the two billion mentioned in the preceding question? ____________________

9. How many years will it take to add another two billion after 1975?

____

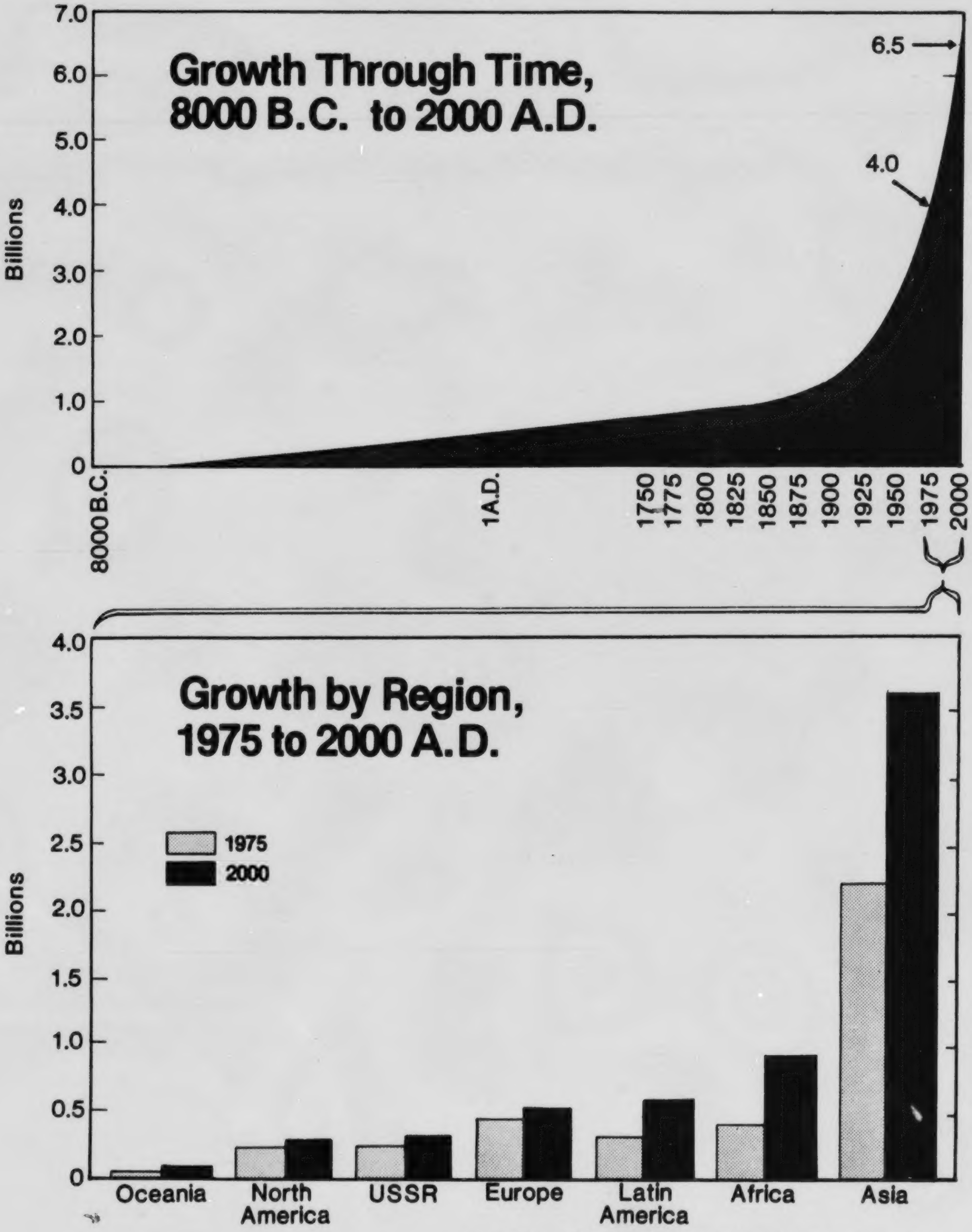
10. What is happening to the rate of world population increase?

____

11. What problems might this growth create for the world?

____

WORLD POPULATION GROWTH: LESSON 79



Source: Population Reference Bureau, Inc.

Name______________________________

Section____________________________

Teacher____________________________

BUS SCHEDULE: LESSON 80

From Downtown →   → To Downtown

5th and Hennepin Avenue	Crystal a.m.	Crystal a.m.	6th and Hennepin Avenue
5:01	5:40	6:15	6:55
6:03	6:52	7:00	7:52
8:17	8:59	11:28	12:03 p.m.
p.m.		p.m.	
1:30	2:03	12:28	1:03
		2:26	3:03
3:00	3:30	3:33	4:15
5:30	6:15		

a.m. = Morning -- before noon
p.m. = From noon until 12 midnight

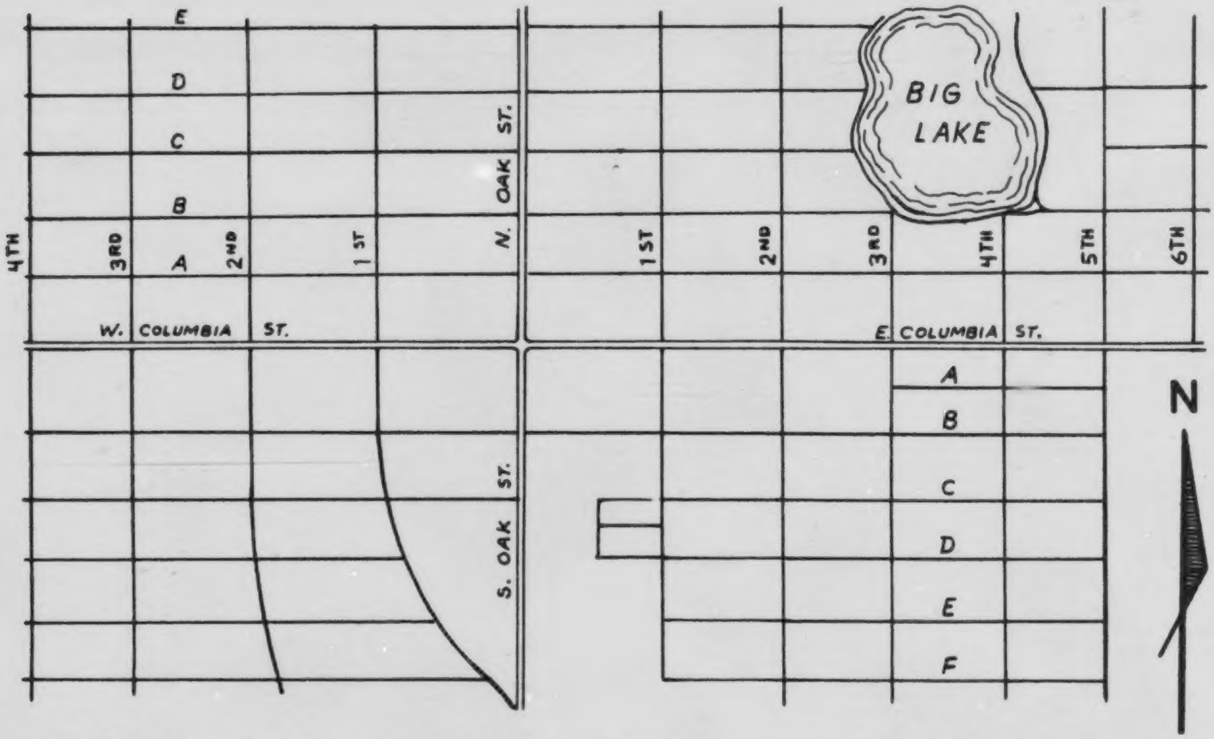
1. The first bus going downtown from Crystal leaves at ____________________ in the morning.
2. Buses leaving at the top of the schedule reach their destination earlier in the day than those listed at the bottom of the schedule. True or False?
3. Trips taken at rush hours take longer to arrive at destinations than trips taken at off hours. True or False?
4. It takes about ________________ minutes to reach Crystal if you leave downtown at 1:30 p.m.
5. The last bus of the day would arrive at Crystal at what time?________________

Name ______________________________

Section ______________________________

Teacher ______________________________

SIMPLE MAPS: LESSON 81


E
D
C
B
A
4TH
3RD
2ND
1ST
N. OAK ST.
W. COLUMBIA ST.
BIG LAKE
1ST
2ND
3RD
4TH
5TH
6TH
E. COLUMBIA ST.
A
B
C
D
E
F
S. OAK ST.
N

1. Place an "X" on the intersection of Second and C Street Southwest.
2. Place an "X" on the intersection of First and B Street Southeast.
3. Big Lake is located in what section of the city?
4. Walking west from Oak Street, the house numbers would increase or decrease?
5. Walking north on Oak Street from South B Street, the next street you would cross would be ______________________________.
6. Turning right on North D Street and West First would bring you to the next intersection of ____________________ and ____________________.

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TIME/PLACE SKILLS/Using Local Geography

Name________________________________

Section______________________________

Teacher______________________________

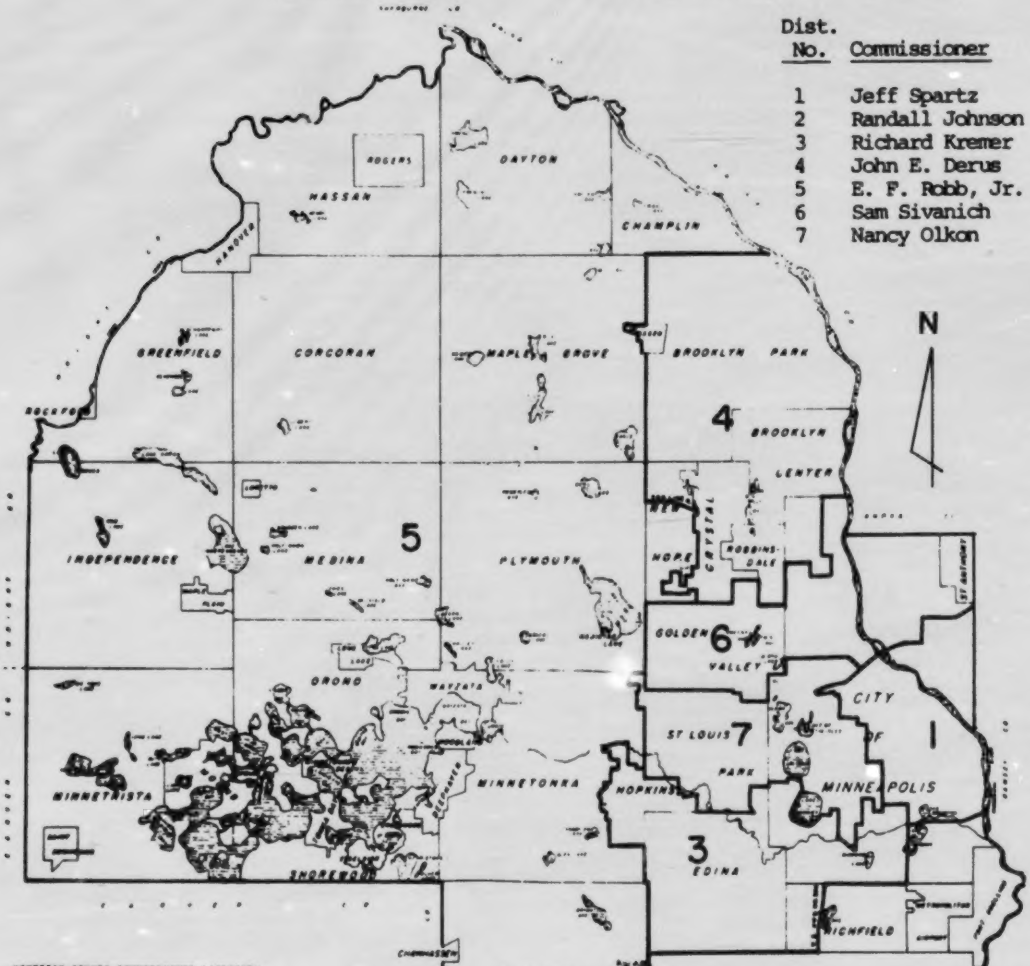
HENNEPIN COUNTY: LESSON 82

HENNEPIN COUNTY

Commissioner Districts (Effective 1976)

Hennepin County Commissioners
A-2400 Government Center
Minneapolis, Minnesota 55487

Dist. No.	Commissioner
1	Jeff Spartz
2	Randall Johnson
3	Richard Kremer
4	John E. Derus
5	E. F. Robb, Jr.
6	Sam Sivanich
7	Nancy Olkon


ROGERS
DAYTON
HASSAN
CHAMPLIN
HANOVER
GREENFIELD
CORCORAN
MAPLE GROVE
BROOKLYN PARK
ROCKFORD
4
BROOKLYN CENTER
N
INDEPENDENCE
MEDINA
5
PLYMOUTH
NEW HOPE
CRYSTAL
ROBBINSDALE
ST ANTHONY
GOLDEN VALLEY
6
ORONO
WAYZATA
CITY OF MINNEAPOLIS
1
ST LOUIS PARK
7
MINNETRISTA
MINNETONKA
HOPKINS
3
EDINA
SHOREWOOD
RICHFIELD
CHANHASSEN
EDEN PRAIRIE
BLOOMINGTON
2

HENNEPIN COUNTY COMMISSIONER DISTRICTS

1st All in the City of Minneapolis.

2nd City of Bloomington, Fort Snelling Military Reservation, that part of the City of Richfield lying E. of Hwy. No. 35W, and that part of the City of Minneapolis as shown on the Minneapolis Election Map.

3rd Cities of Edina, Hopkins, and that part of the City of Richfield lying W. of Hwy. No. 35W. Also that part of the City of Minneapolis as shown on the Minneapolis Election Map.

4th Cities of Brooklyn Center, Brooklyn Park, Crystal, Osseo, Robbinsdale, and that part of the City of New Hope lying S. of M.S.P. & Soo Line r/w. Also that part of the City of Minneapolis as shown on the Minneapolis Election Map.

5th See Hennepin County Election Map (Suburban)

6th Cities of Golden Valley and St. Anthony, also that part of the City of Minneapolis as shown on the Minneapolis Election Map.

7th City of St. Louis Park, and that part of the City of Minneapolis as shown on the Minneapolis Election Map.

HENNEPIN COUNTY: LESSON 82

1. The eastern part of Minneapolis is located in the ______________________________ commissioner's district.

2.-3. Most of Western Minneapolis is in District ________________ along with the city of ____.

4.-5. The largest district in area is ___________________________. It includes a large body of water in the _____________________________(compass direction) area of the district.

6. Which one of the following cities is not in the same district as the others?

A. Plymouth B. Crystal C. Brooklyn Park D. Brooklyn Center E. Robbinsdale

7. Golden Valley is in the same district as which part of Minneapolis?

____

8. The city of Edina is in the same district as:

A. Eastern Richfield B. Bloomington C. South Minneapolis

D. Metropolitan Airport E. North Minneapolis

9. If I lived in Bloomington and wished to contact my commissioner, I would contact ____.

10. The smallest commissioner district in area is ____________________________________.

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Name______________________________

Section____________________________

Teacher____________________________

MINNESOTA HIGHWAY MAP: LESSON 83

For this activity you should have an official highway map of the state.

You have two weeks off this summer. You are working in Minneapolis and plan to leave home August 10 at 5 p.m. and return home by August 27 at 8 a.m. You want to stay with friends and relatives most of the time. You'll stop by 8 p.m. and won't drive over 55 MPH. You and your friend have selected the following places to visit:

1. Itasca State Park
2. Races at Brainerd
3. Lake Mille Lacs
4. Fishing at Leech Lake
5. Visit underground mine at Tower
6. Madden's Resort at Gull Lake (open Friday-Sunday for dancing) Near Brainerd.
7. Lindbergh Museum in Little Falls

Your friends and relatives include: George in Park Rapids, Grandma in Wadena, Cousin Joe in Aitkin, Sally in Pequot Lakes, Mr. Acker in Walker, Uncle Sid in Virginia.

TRIP PLAN:

August 10 -- From Minneapolis to ______________________________. Beginning at

5 p.m. you arrived at ____________________________ by 8 p.m.

Who, what did you see?____

August 11 -- From _________________________ to _____________________________.

Who, what did you see?____

Continue your trip plan for each day, indicating each day's travel and what or who was seen.

What was the total number of miles driven on your trip? _______________________

Assuming you pay $1.00 per gallon and got 20 miles per gallon, what were your gasoline costs?___________________________________

NAME_______________________

Section_______________________

Teacher_______________________

MINNESOTA HIGHWAY MAP: LESSON 84

For this activity you should have an official highway map of the state.

1. Using the map explanation section, draw an interstate highway sign with number.

2. What color are interstate highways on the map? _______________________

3. Draw the symbol of a state highway sign with its number.

4. Which states border Minnesota on the north, west, south, and east?

____

____

5. Draw the symbol for a state park.

6. Locate Jay Cooke State Park on the map, using the grid system. What large city is it near? Using the index to cities, determine the population of that city.

_______________________ _______________________

7. Using the map scale, determine: (a) the distance between St. Cloud and Milaca, (b) which road is most direct, (c) the distance from Moorhead to Park Rapids, (d) which route is MOST direct.

a._______________________

b._______________________

c._______________________

d._______________________

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MINNESOTA HIGHWAY MAP: LESSON 84

8. Name and locate the three largest lakes totally within the state. Which direction are they from Minneapolis?

____

____

____

9. United States highways have a definite plan. North-south highways are numbered odd; east-west are numbered even. Find the highway numbers and directions for the following:

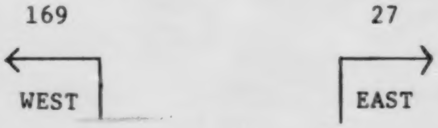
   a. Minneapolis to Delano______________________________

   b. Pipestone to Willmar______________________________

   c. Austin to Blue Earth______________________________

   d. Virginia to Ely______________________________

10. You are traveling north on highway 169 from Minneapolis. Your destination is Father Hennepin State Park near Lake Mille Lacs. You see the following signs at an intersection near Lake Mille Lacs:



Which sign would you follow?______________________________

Name______________________________

Section______________________________

Teacher______________________________

TERRITORIAL EXPANSION: LESSON 85

1. The Thirteen Colonies had their western boundary by the ______________________ and their eastern border on the ______________________________.

2. Which states listed below would not be considered as part of the United States upon independence in 1776?

   A. Georgia B. Maine C. Pennsylvania D. Florida E. New York

3. Most of the state of Minnesota became part of the United States through which of the following acquisitions?

   A. Originial 13 colonies B. Texas Annexation C. Louisiana Purchase D. 1783 Acquisition

4. The Gadsden Purchase added territory to which two states in particular?

   A. Texas and Oklahoma B. Oregon and California C. Oregon and Utah D. New Mexico and Arizona E. California and Arizona

5. Which one of the following states became part of the United States last?

   A. Michigan B. Florida C. South Dakota D. California E. Oregon

6. The United States reached coast to coast in which year?

   A. 1846 B. 1883 C. 1848 D. 1900 E. 1867

7. United States Territorial Expansion tended to move in which direction?

   A. West to East B. North to South C. East to West D. South to North

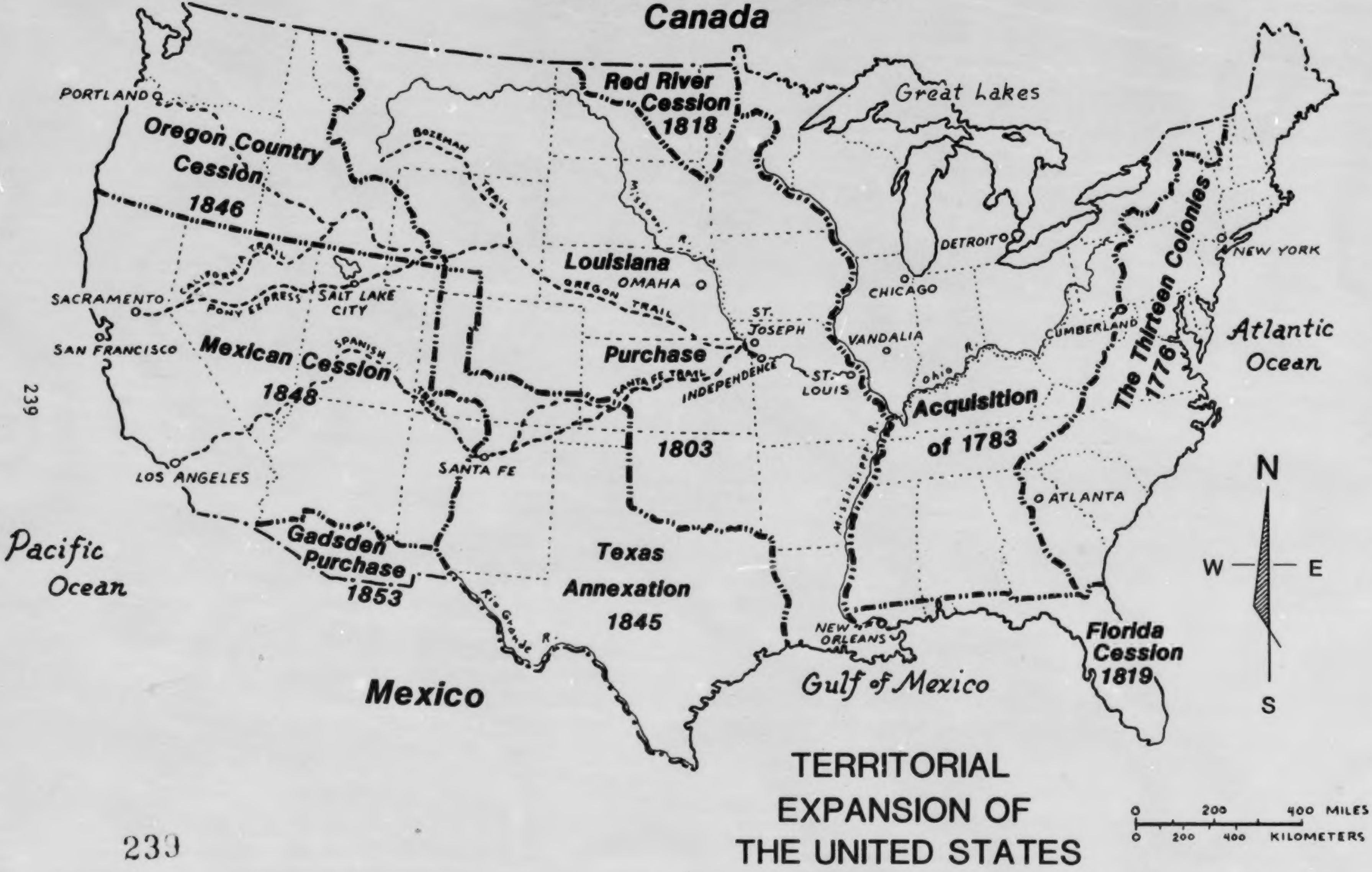
8. The city of Chicago acquisition territory was part of United States before the city of:

   A Atlanta B. Omaha C. New York D. Detroit

9. The Oregon Trail and the Santa Fe Trail had their eastern beginning in or near:

   A. Chicago B. Western border of Missouri C. Salt Lake City D. New Orleans E. Vandalia, Illinois

TERRITORIAL EXPANSION: LESSON 85


Canada
Red River Cession 1818
Great Lakes
PORTLAND
Oregon Country Cession 1846
BOZEMAN TRAIL
MISSOURI R.
CALIFORNIA TRAIL
Louisiana Purchase 1803
OMAHA
OREGON TRAIL
SACRAMENTO
PONY EXPRESS
SALT LAKE CITY
ST. JOSEPH
DETROIT
CHICAGO
NEW YORK
VANDALIA
CUMBERLAND
SAN FRANCISCO
SPANISH
Mexican Cession 1848
SANTA FE TRAIL
INDEPENDENCE
ST. LOUIS
OHIO R.
Acquisition of 1783
The Thirteen Colonies 1776
Atlantic Ocean
SANTA FE
LOS ANGELES
MISSISSIPPI R.
ATLANTA
N
W
E
S
Pacific Ocean
Gadsden Purchase 1853
Texas Annexation 1845
Rio Grande R.
NEW ORLEANS
Florida Cession 1819
Gulf of Mexico
Mexico
0 200 400 MILES
0 200 400 KILOMETERS

TERRITORIAL EXPANSION OF THE UNITED STATES

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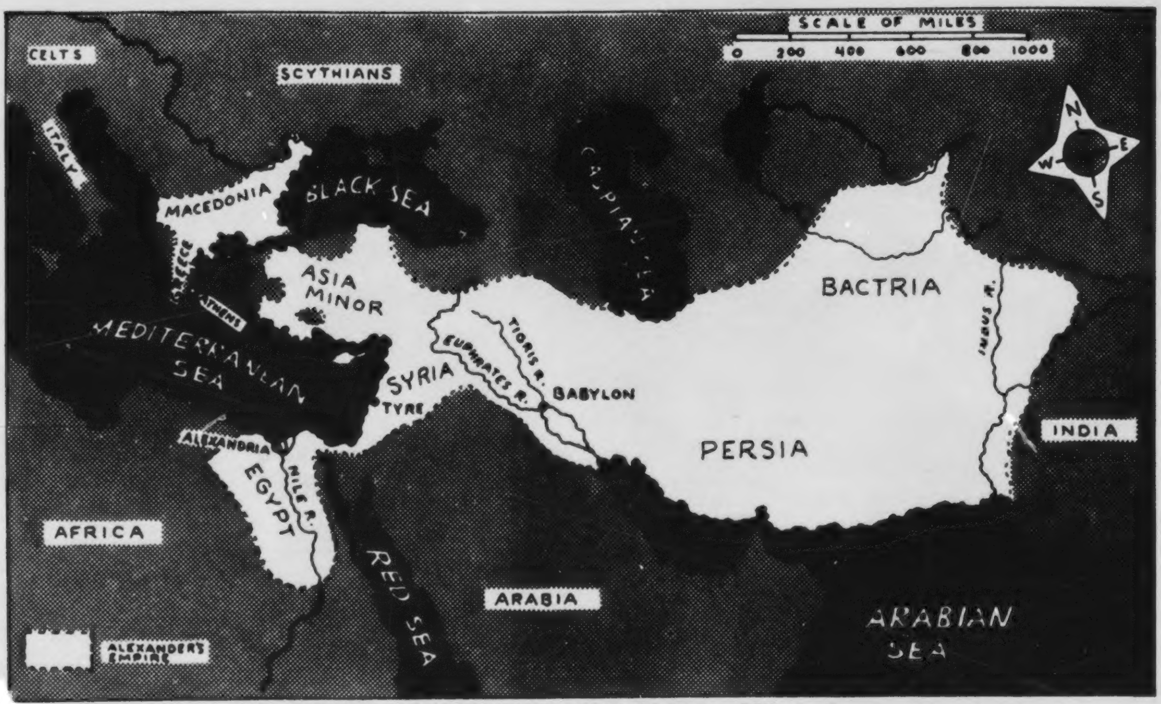
Name________________________

Section________________________

Teacher________________________

ALEXANDER THE GREAT: LESSON 86


SCALE OF MILES
0 200 400 600 800 1000
CELTS
SCYTHIANS
ITALY
MACEDONIA
BLACK SEA
CASPIAN SEA
GREECE
ATHENS
ASIA MINOR
MEDITERRANEAN SEA
SYRIA
TYRE
EUPHRATES R.
TIGRIS R.
BABYLON
BACTRIA
INDUS R.
INDIA
PERSIA
ALEXANDRIA
EGYPT
NILE R.
AFRICA
RED SEA
ARABIA
ARABIAN SEA
ALEXANDER'S EMPIRE
N
E
S
W

THE EMPIRE OF ALEXANDER THE GREAT, 323 B.C.

1. If Alexander set out from Macedonia to Egypt, he would have been traveling in a ________________________ direction?

2. What body of water would Alexander have used to reach Alexandria from Athens?

____

3. If Alexander's troops traveled by sea to Tyre from Athens, how many miles would they have traveled? ________________________

4. The eastern edge of Alexander's empire reached into a country which is now called ________________________.

5. Name five large bodies of water which bordered on Alexander's empire.

____________ ____________ ____________ ____________ ____________

ALEXANDER THE GREAT: LESSON 86

6. The city of Babylon lay between which two rivers in the country of ____________.

___________________________________ ____________________________________

7. How far was Babylon from the Indus River? ____

8. Alexander's empire covered approximately _________________________ miles from west to east?

Name________________________________

Section______________________________

Teacher______________________________

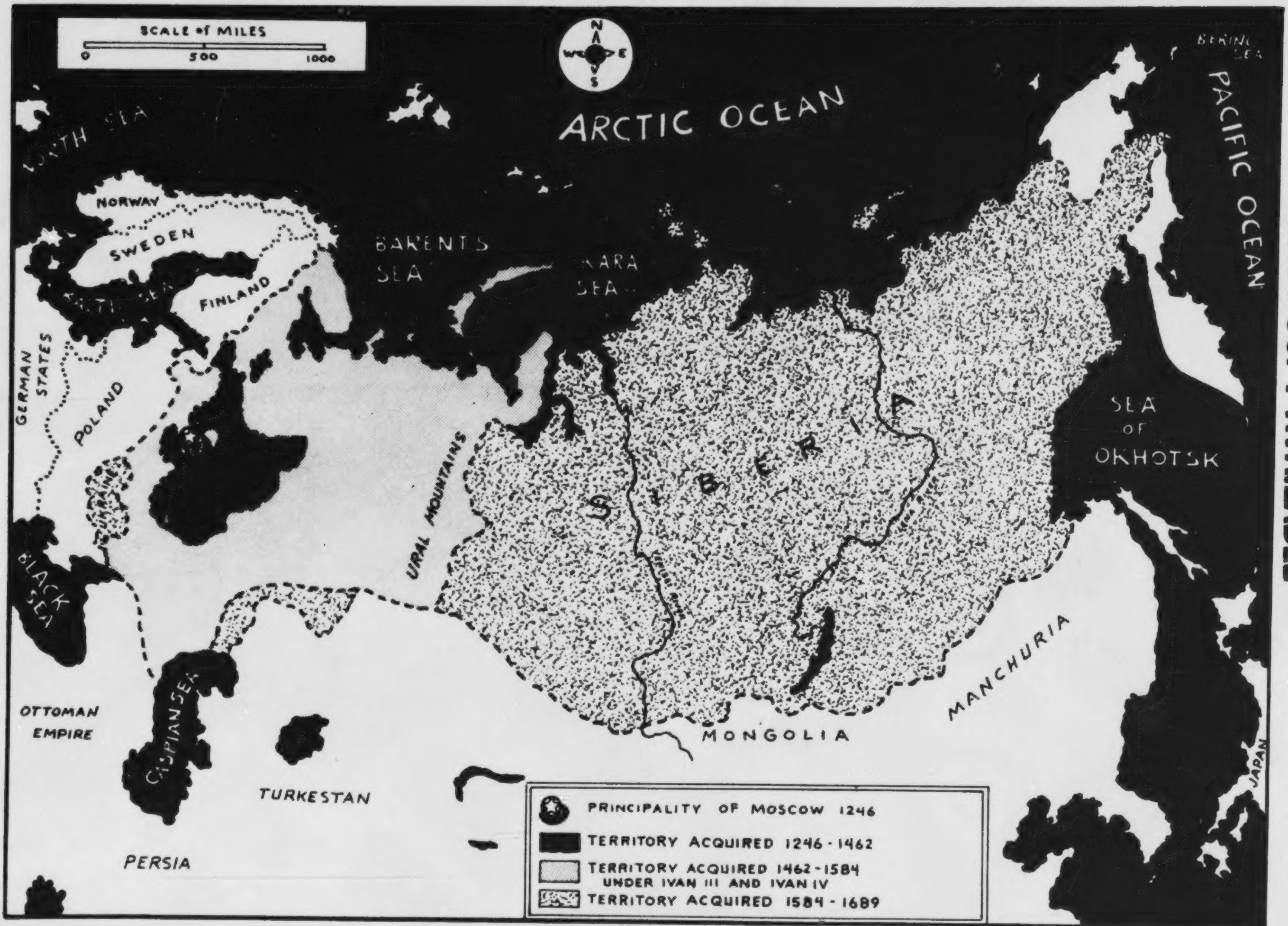
RUSSIAN EXPANSION: LESSON 87

Use the map on page 243 to answer these questions.

1. Areas which reached the Ural Mountains and the Caspian Sea were part of the original Russia of 1246 A.D. True or False? ______________________________
2. Siberia lies to the ____________________________(compass direction) of Moscow.
3. Siberia's rivers, the Yenisei and the Lena, flow in which direction?____________
4. The largest area of Russia was acquired during which years?____________________
5. The eastern border of Russia borders on ____________________________________.
6. According to the map, the western boundary of Russia borders on which two countries?____
7. The Black Sea lies near which part of Russia?

   A Northern B. Southern C. Southwestern D. Southeastern
8. Russia's boundaries tended to increase from:

   A. north to south B. west to east C. east to west D. south to north
9. Russia acquired most of its territory after 1689. True or False?______________
10. The Moscow area was part of Russia before the Ukraine became part of Russia. True or False? __________________________


SCALE of MILES
0
500
1000
N
E
S
W
ARCTIC OCEAN
BERING SEA
PACIFIC OCEAN
NORTH SEA
NORWAY
SWEDEN
BALTIC SEA
FINLAND
BARENTS SEA
KARA SEA
GERMAN STATES
POLAND
UKRAINE
URAL MOUNTAINS
SIBERIA
SEA OF OKHOTSK
BLACK SEA
CASPIAN SEA
OTTOMAN EMPIRE
TURKESTAN
PERSIA
MONGOLIA
MANCHURIA
JAPAN
PRINCIPALITY OF MOSCOW 1246
TERRITORY ACQUIRED 1246 - 1462
TERRITORY ACQUIRED 1462 - 1584 UNDER IVAN III AND IVAN IV
TERRITORY ACQUIRED 1584 - 1689

BEST COPY AVAILABLE

TIME/PLACE SKILLS/Drawing Inferences from Maps

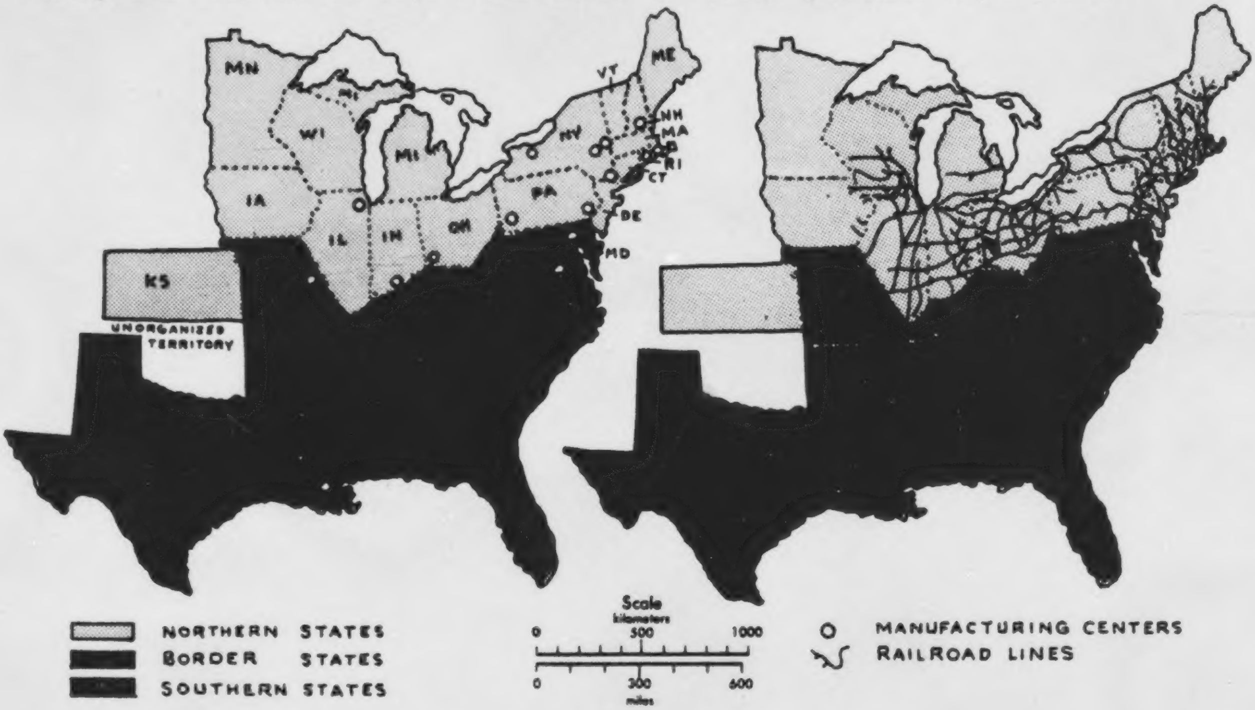
Name______________________________

Section______________________________

Teacher______________________________

U.S. RAILROADS AND MANUFACTURING CENTERS 1860: LESSON 88

Using data from the two maps drawn below, answer the questions which follow.


MN
MI
WI
IA
IL
IN
OH
PA
NY
VT
ME
NH
MA
RI
CT
DE
MD
KS
UNORGANIZED TERRITORY
NORTHERN STATES
BORDER STATES
SOUTHERN STATES
Scale
kilometers
0
500
1000
0
300
600
miles
MANUFACTURING CENTERS
RAILROAD LINES

1. How many manufacturing centers were in the south?____________________

2. How many manufacturing centers were in the north?____________________

3. How many manufacturing centers were in the border states?________________

4. Which section of the country had the greatest amount of railroad trackage?

   ____

5. Which section of the country had the longest rail connections between different points?__________________________________

6. What seemed to be wrong with many southern rail lines?____________________

   ____

7. Using the map data which section of the country would be best able to carry on a long military operation?________________________________. Why?

   ____

Name________________________________

Section_____________________________

Teacher_____________________________

UNITED STATES IMMIGRATION FROM EUROPE, 1881-1890 and 1901-1910: LESSON 89

NOTE: A ruler would be useful in measuring the diameters of the circles.

Use the map on pages 247 and 248 for this lesson.

1. Each map shows immigration to the United States for how many years?____________

2. What is the total time span for both maps (how many years?)__________________

3. How many years longer is your answer to question two than your own age?_________

4. What period of years is missing from between the two maps?___________________

5. What is this time span called?

   (a.) Century
   (b.) Decade
   (c.) Generation
   (d.) A tenth of a century
   (e.) B & D

The following questions refer to the map for 1881-90:

1. Which country contributed the most immigrants during this time?______________

   Approximately how many?____

2. Which country contributed the least?_________________________________

3. About how many immigrants came from Portugal?_________________________

4. Which country or countries contributed the second greatest number of immigrants?

   ____

5. Approximately how many immigrants came from Ireland, England, and Germany combined during this ten-year period?_________________________________

6. There are three groups of three countries each which had about the same number of immigrants. Name the three countries in any one of these groups.

   ____

UNITED STATES IMMIGRATION FROM EUROPE, 1881-1890 and 1901-1910: LESSON 89

The following questions refer to the map for 1901-10:

1. During this time period, which countries (there are three) contributed the most immigrants?______________________________

2. Which country experienced the greatest decline in the number of immigrants from 1881-90 to 1901-10? ______________How much was the decline?__________

3. Which country shows the least change from one time period to another?

   ____

General questions:

1. How does the source of immigrants to the United States from Europe change from 1881-1910? ______________________________

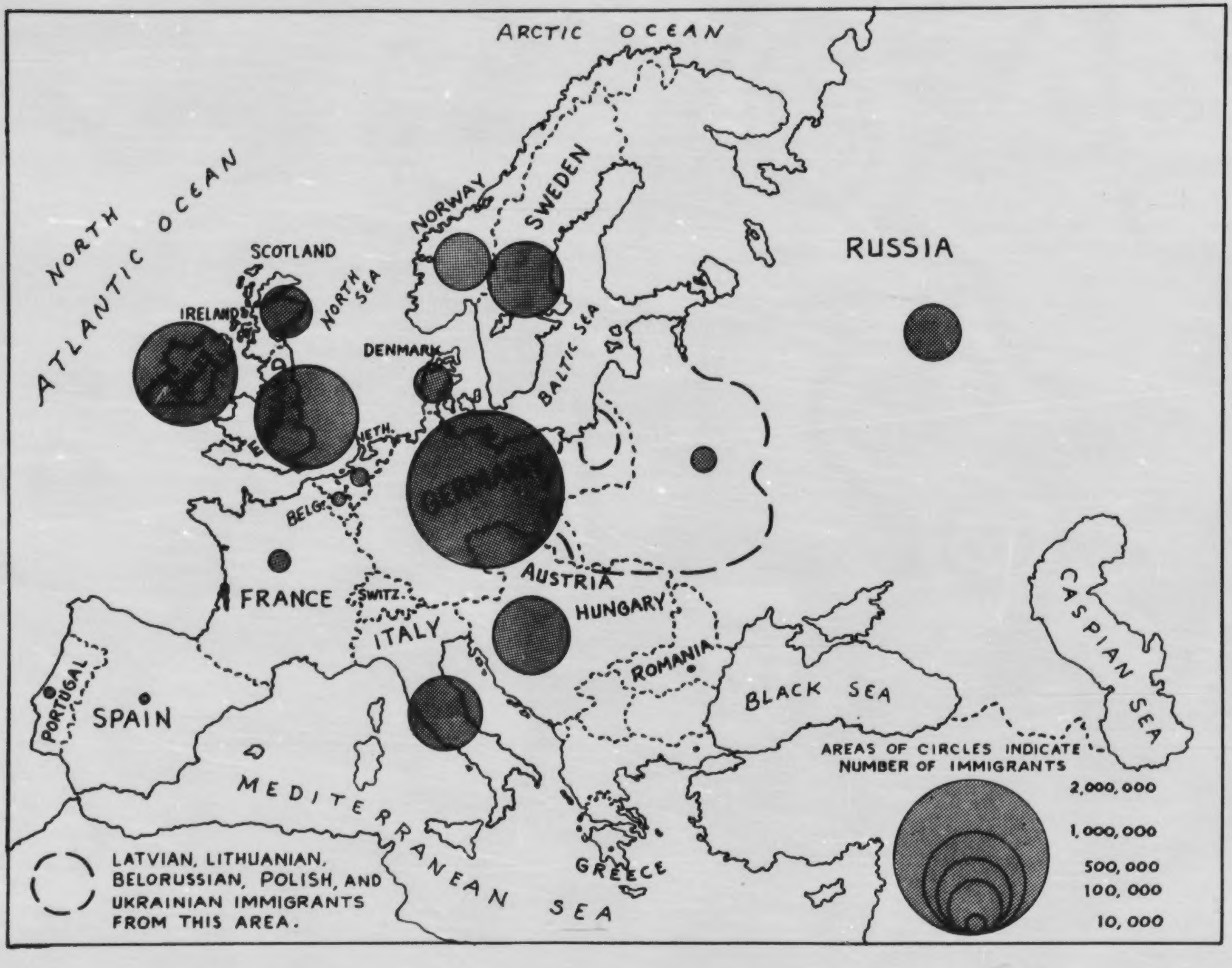
2. Since most American culture up to the Civil War was of English (including Ireland, Scotland, etc.) or French origins, in which period of immigration (1881-90 or 1901-10) do you think immigrants had the greatest difficulty adjusting to the life in the U.S.? ______________________

   Why?______________________________

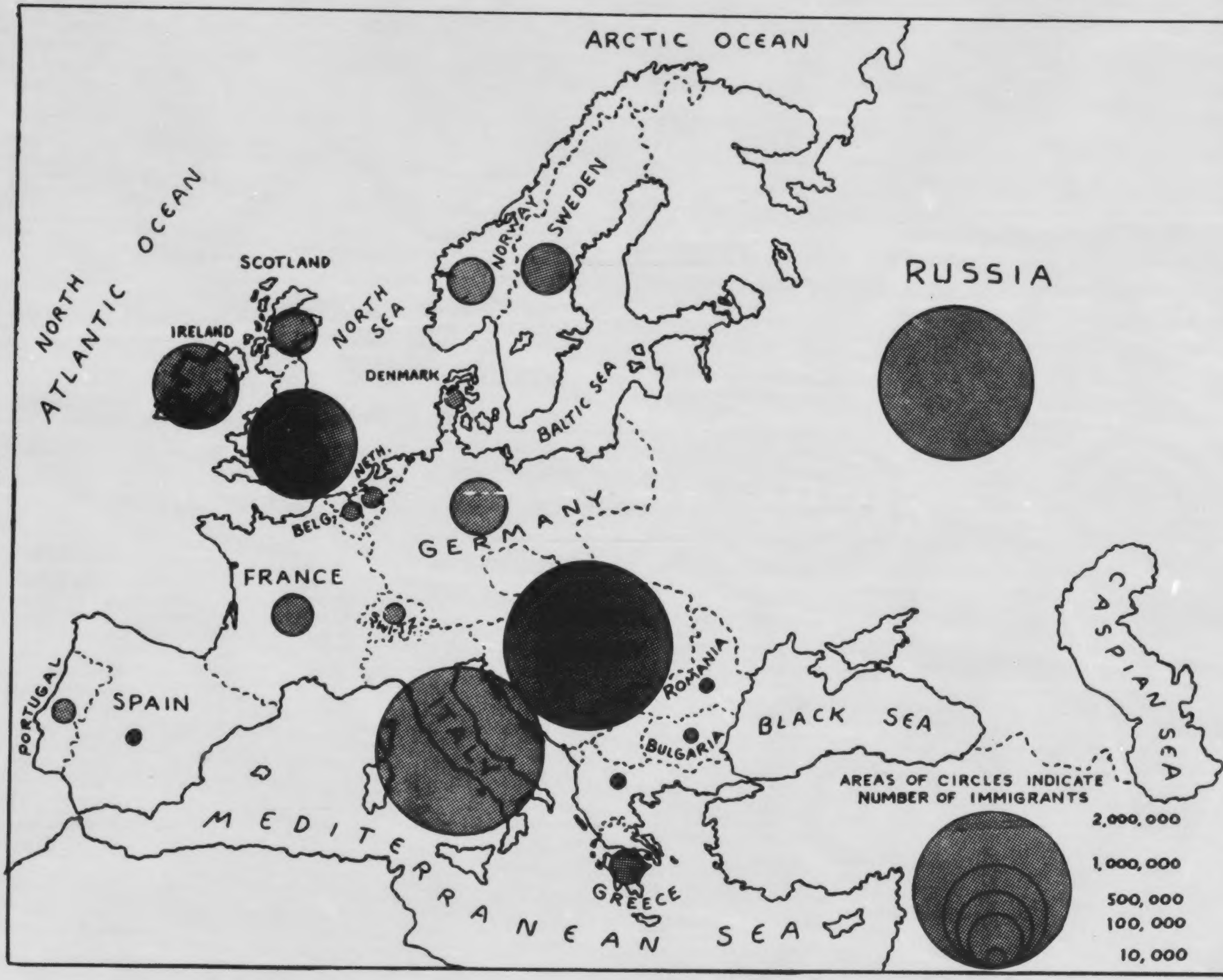
   ____

   ____

UNITED STATES IMMIGRATION FROM EUROPE, 1881-1890 and 1901-1910: LESSON 89


ARCTIC OCEAN
NORTH ATLANTIC OCEAN
SCOTLAND
IRELAND
NORTH SEA
NORWAY
SWEDEN
RUSSIA
DENMARK
BALTIC SEA
NETH.
BELG.
GERMANY
FRANCE
SWITZ.
ITALY
AUSTRIA
HUNGARY
ROMANIA
PORTUGAL
SPAIN
BLACK SEA
CASPIAN SEA
MEDITERRANEAN SEA
GREECE
AREAS OF CIRCLES INDICATE NUMBER OF IMMIGRANTS
2,000,000
1,000,000
500,000
100,000
10,000
LATVIAN, LITHUANIAN, BELORUSSIAN, POLISH, AND UKRAINIAN IMMIGRANTS FROM THIS AREA.

UNITED STATES IMMIGRATION FROM EUROPE, 1881-1890 and 1901-1910: LESSON 89


ARCTIC OCEAN
NORTH ATLANTIC OCEAN
SCOTLAND
IRELAND
NORTH SEA
NORWAY
SWEDEN
DENMARK
BALTIC SEA
RUSSIA
NETH.
BELGI
GERMANY
FRANCE
SWITZ.
PORTUGAL
SPAIN
ITALY
ROMANIA
BULGARIA
BLACK SEA
CASPIAN SEA
GREECE
MEDITERRANEAN SEA
AREAS OF CIRCLES INDICATE NUMBER OF IMMIGRANTS
2,000,000
1,000,000
500,000
100,000
10,000

TIME/PLACE SKILLS/Drawing Inferences from Maps

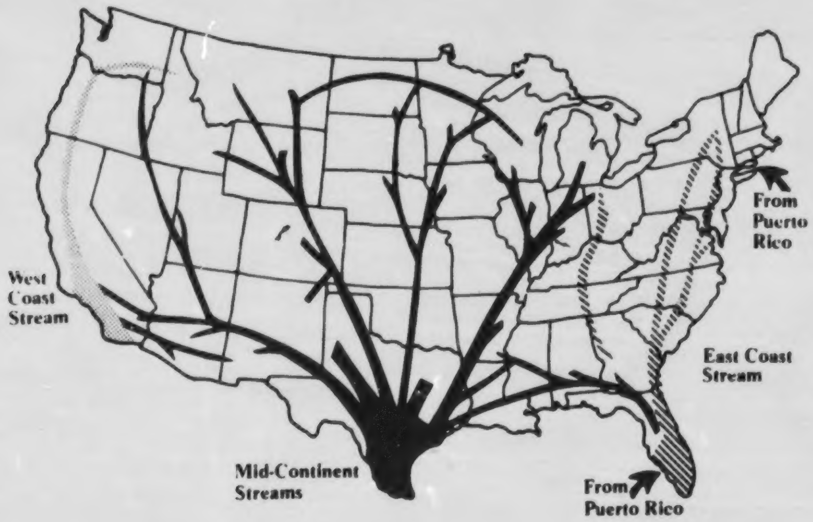
Name____________________________

Section____________________________

Teacher____________________________

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS: LESSON 90

NOTE: Dictionaries and atlases are needed to this lesson.


West Coast Stream
Mid-Continent Streams
East Coast Stream
From Puerto Rico
From Puerto Rico

1. Look up the definition of a migrant (to migrate).____________________

   ____

   What do you think a "seasonal agricultural" migrant is?________________

   ____

2. How many major "streams" of migration into the United States are there?________

   Name these.____________________________________

3. Which of the "streams" is the largest?____________________________

   Through which state do migrants in this stream enter the United States?

   ____

   From what country do you think these migrants come from?________________

4. Based on the map information, most migrant workers come from what country?

   ____

5. From what country do you think most of the West Coast "stream" comes from?

   ____

TRAVEL PATTERNS OF SEASONAL MIGRATORY AGRICULTURAL WORKERS: LESSON 90

6. What states, based on information on the map, don't seem to have any contact with seasonal migrant workers?____

____

7. Do all migrants in the Puerto Rican "stream" stay along the East Coast?

____

8. Through what East Coast port do Puerto Rican migrants enter the U.S.?

____

9. What is the direction of flow?____

10. Why do seasonal migrant workers move in the direction indicated by the map?

____

____

____

11. According to the map, in what states do the migrants get the farthest north?

____

TIME/PLACE SKILLS/Drawing Inferences from Maps

Name ______________________

Section ______________________

Teacher ______________________

MIGRATION TRENDS IN THE UNITED STATES 1970-76: LESSON 91

Use the map on page 253 for this lesson.

1. If Minnesota had a 1970 population of approximately 4 million, then according to the map, how many people were added to the population from 1970-1976?
   - a. 400,000
   - b. 100,000 or less
   - c. 200,000
   - d. 300,000

2. Name the six fastest growing states. ______________________

   ____

3. Are the fastest growing states necessarily the most populated states in the country?

   ____

4. Does this map show population size (totals) of states? ______________________

5. Which part of the country is experiencing the fastest population growth rate?
   - a. East
   - b. North
   - c. Midwest
   - d. West and Southwest

6. Which part of the country is losing population?
   - a. Midwest
   - b. South
   - c. Northeast
   - d. New England
   - e. a & c

7. Name the five states experiencing the greatest loss.

   ____

8. Why are some parts of the United States experiencing fast population growth?

   ____

   ____

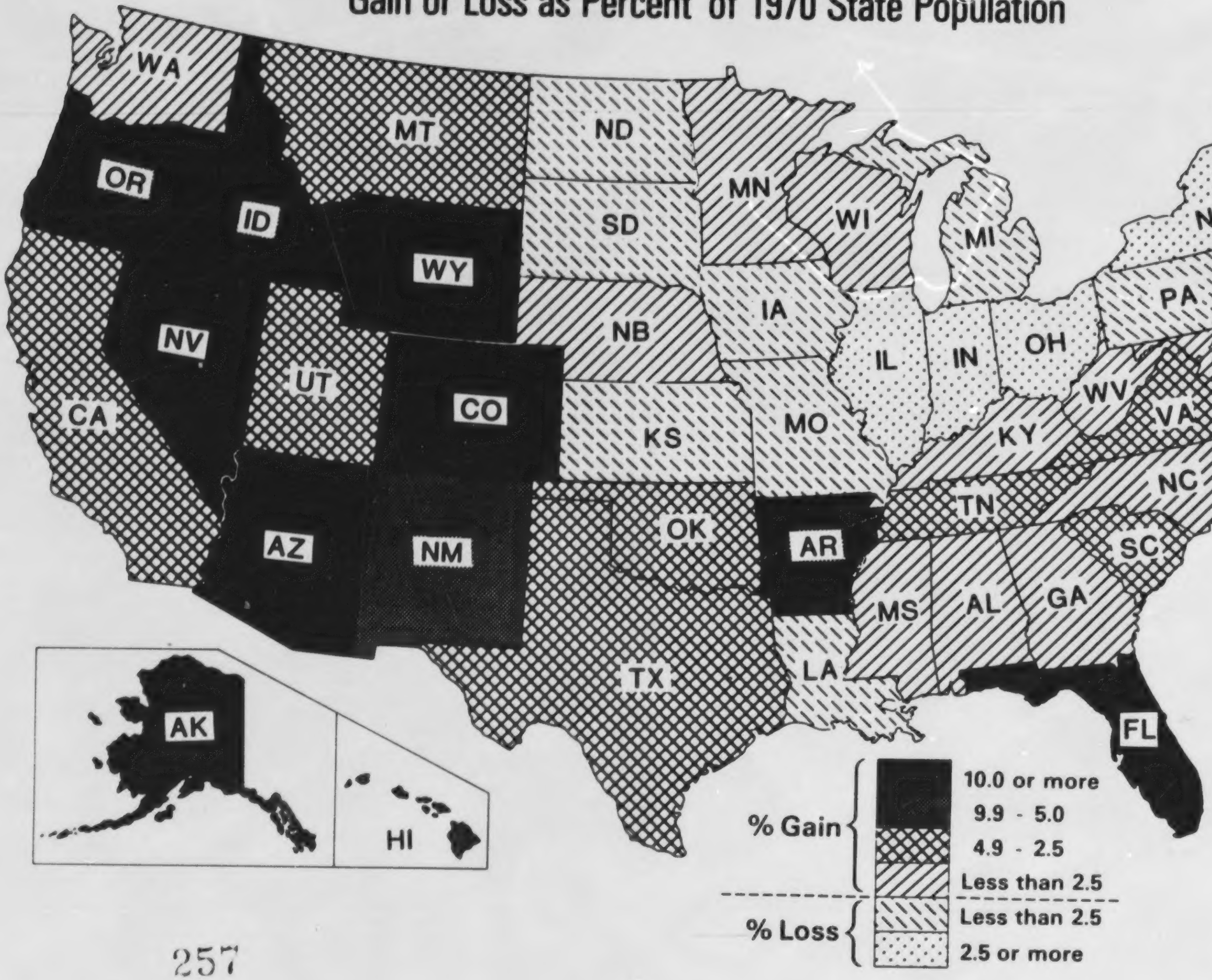
MIGRATION TRENDS IN THE UNITED STATES 1970-76: LESSON 91

9. What are the political implications from this population movement?

10. What problems might there be for the fast-growing states?

Migration Trends in the United States, 1970-1976

Gain or Loss as Percent of 1970 State Population


WA
OR
ID
MT
ND
MN
WI
MI
NY
VT
ME
NH
MA
RI
CT
NJ
DE
MD
PA
OH
IN
IL
IA
SD
WY
NB
NV
CA
UT
CO
KS
MO
KY
WV
VA
NC
TN
SC
GA
AL
MS
AR
OK
TX
NM
AZ
LA
FL
AK
HI
% Gain
10.0 or more
9.9 - 5.0
4.9 - 2.5
Less than 2.5
% Loss
Less than 2.5
2.5 or more

Name__________________________

Section________________________

Teacher________________________

CONGRESSIONAL APPORTIONMENTS: LESSON 92

NOTE: Students will probably need a dictionary to define apportionments.

Use the map on page 255 for this lesson.

The total number of seats in the United States House of Representatives is 435. Each state has at least one seat. Using the map above answer the following questions.

1. How many seats (representatives) have been given to Minnesota?______________

2. Which state has the most seats?____________________________________

   Why?____

3. What information is used to determine the number of seats each state should have?

   ____

4. How often will the country have to refigure the number of representatives each state should have?

   ____

5. Which state gained the most representatives? Why?

   ____

6. Name the two states that are tied for losing the most representatives? Why?

   ____

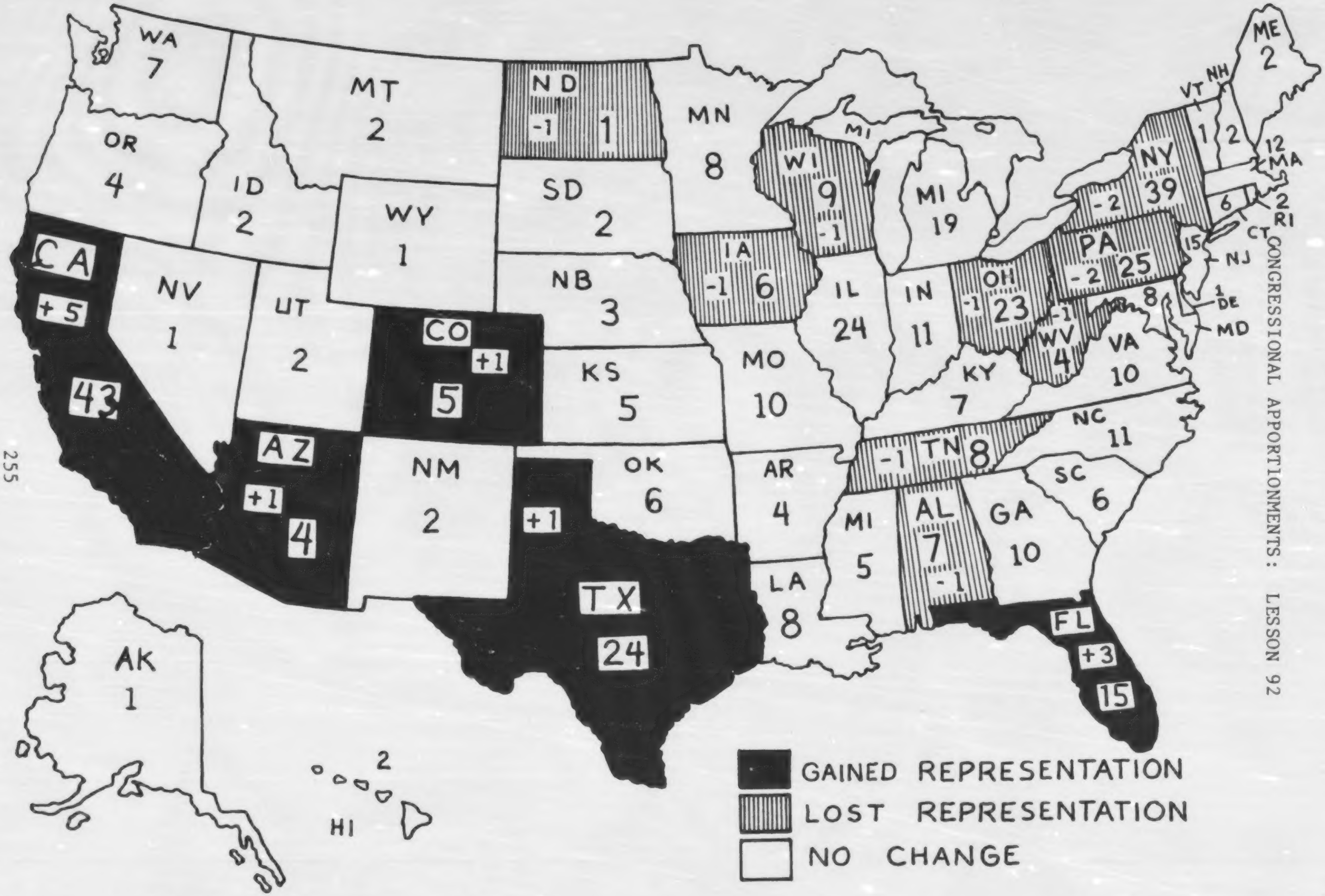
7. Generally, which part of the country has gained representatives?

   a. The South and the Southwest
   b. The East
   c. The Northeast
   d. The upper Midwest
   e. New England

8. In general, in which part of the country is the population growing the fastest?

   ____

CONGRESSIONAL APPORTIONMENTS: LESSON 92


WA 7
OR 4
CA +5 43
ID 2
NV 1
MT 2
WY 1
UT 2
AZ +1 4
CO +1 5
NM 2
ND -1 1
SD 2
NB 3
KS 5
OK 6
TX +1 24
MN 8
IA -1 6
MO 10
AR 4
LA 8
WI 9 -1
IL 24
MI
MI 19
IN 11
OH -1 23
KY 7
TN -1 8
MI 5
AL 7 -1
GA 10
FL +3 15
SC 6
NC 11
VA 10
WV -1 4
MD 8
PA -2 25
NY -2 39
VT 1
NH 2
ME 2
MA 12
RI 2
CT 6
NJ 15
DE 1
AK 1
HI 2
GAINED REPRESENTATION
LOST REPRESENTATION
NO CHANGE

Name____________________________________

Section____________________________________

Teacher____________________________________

VOTER PARTICIPATION IN THE 1972 ELECTIONS: LESSON 93

Use the map on page 257 for this lesson.

1. How many groups of states are shown on the map?________________________________
2. How many states fit into the category of voter participation between 50-59.9 percent?

   ____
3. What was the average voter participation for the United States as a whole?

   ____
4. What percentage voted in Minnesota? ____________________________________

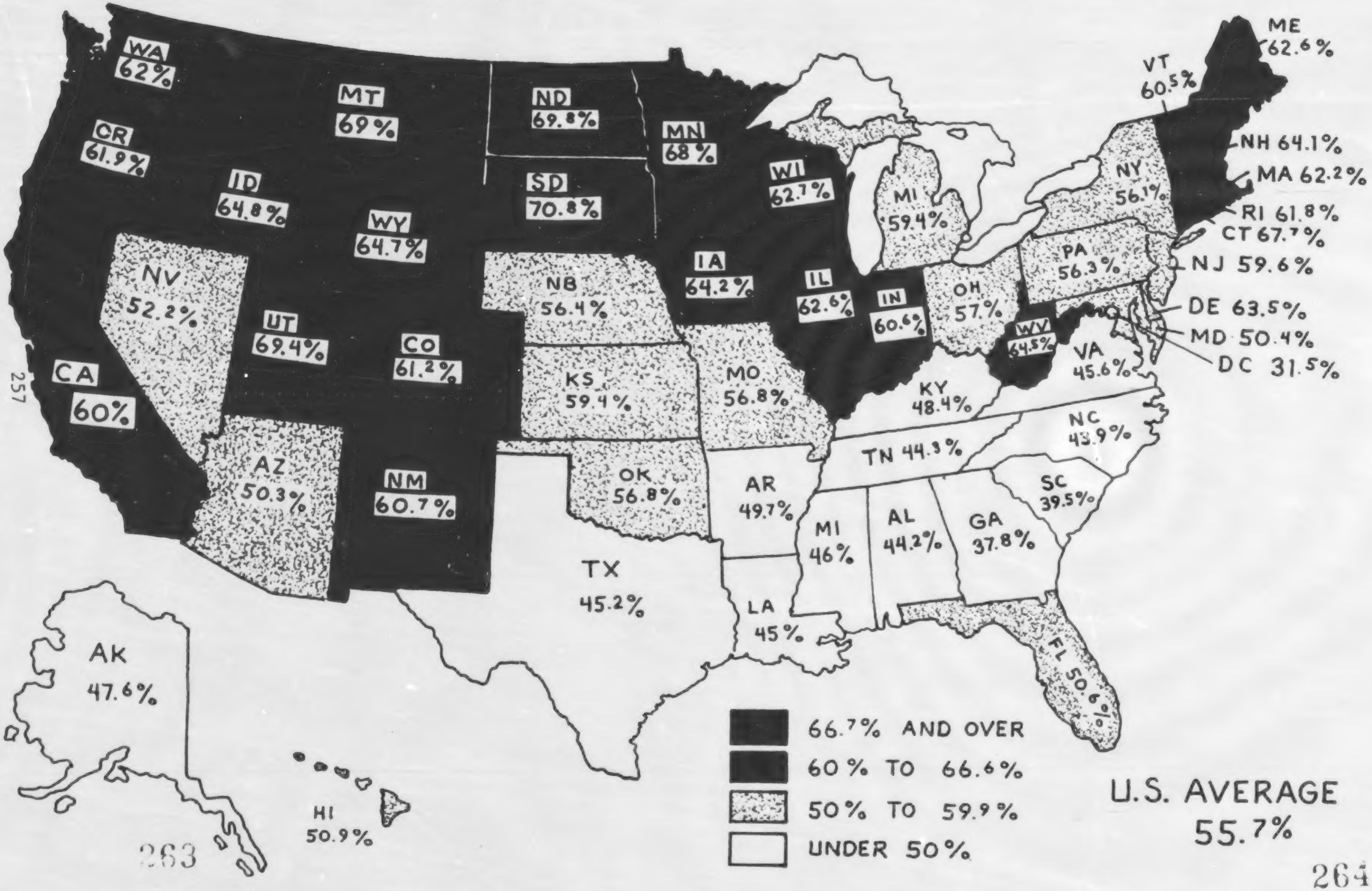
   How much more was that than the national average? __________________________

   How high did Minnesota rank from the top state among all of the states?________
5. Which state or area had the lowest voter participation?________________________
6. Which state had the highest voter participation?________________________________
7. In what section (region) of the country was voter turnout the poorest?

   a. The South
   b. The Midwest (upper)
   c. The Southwest
   d. The West Coast
   e. The Mountain states
8. In what section of the country was the voter participation the highest?

   a. The South
   b. The Midwest (upper)
   c. The Southwest
   d. The West Coast
   e. The Gulf Coast

VOTER PARTICIPATION IN THE 1972 ELECTIONS: LESSON 93


WA 62%
MT 69%
ND 69.8%
MN 68%
OR 61.9%
ID 64.8%
SD 70.8%
WI 62.7%
WY 64.7%
NV 52.2%
NB 56.4%
IA 64.2%
IL 62.6%
IN 60.6%
UT 69.4%
CO 61.2%
CA 60%
KS 59.4%
MO 56.8%
AZ 50.3%
NM 60.7%
OK 56.8%
AR 49.7%
TX 45.2%
LA 45%
MI 46%
AL 44.2%
GA 37.8%
SC 39.5%
NC 43.9%
TN 44.3%
KY 48.4%
FL 50.6%
MI 59.4%
OH 57%
WV 64.5%
VA 45.6%
PA 56.3%
NY 56.1%
VT 60.5%
ME 62.6%
NH 64.1%
MA 62.2%
RI 61.8%
CT 67.7%
NJ 59.6%
DE 63.5%
MD 50.4%
DC 31.5%
AK 47.6%
HI 50.9%
66.7% AND OVER
60% TO 66.6%
50% TO 59.9%
UNDER 50%
U.S. AVERAGE 55.7%

SKILLS LESSONS

IV: ANALYZING SOCIAL PROBLEMS

ANALYZING SOCIAL PROBLEMS/Defining Social Problems

Name____________________________________

Section__________________________________

Teacher__________________________________

NEWS HEADLINE EVENTS: LESSON 94

"A social problem....is a condition involving human relationships that is considered undesirable by a large number of people."

1. "There is a conflict between what people think should be and what is."
2. The condition affects a substantial number of people.
3. A substantial number of people define the condition as a problem.
4. People feel that something can be done about the problem through collective social action.

Using the above definitions, classify the following news headline events into three categories: (a) not a problem, (b) a low-level problem, and (c) a social problem.

SAMPLE

EVENTS	Not a Problem	Low-level Problem	Social Problem
1. Used car sales up in metro area	X		
2. Local school bond issue defeated for second year.		X	
3. Energy costs rise			X

EVENTS	Not a Problem	Low-level Problem	Social Problem
1. A contractor is penalized for not hiring a handicapped person.			
2. Hazardous chemical dumping is charged to several firms.			
3. State prison costs are 50 percent over cost estimate.			
4. Rise in bank robberies is seemingly uncontrolled.			
5. President announces signing of nuclear arms treaty.			
6. Environmentalists oppose new ski area construction on federal lands.			
7. Vice-president criticizes news commentators.			

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NEWS HEADLINE EVENTS: LESSON 94

EVENTS	Not a Problem	Low-level Problem	Social Problem
8. Minneapolis fire fighters' right to strike is to be court tested.			
9. Storm kills four people as rain continues for fifth straight day.			
10. Cancer mortality rate declines in United States for people under 45.			

Name ____________________

Section ____________________

Teacher ____________________

WOMEN IN THE LABOR FORCE: LESSON 95

NOTE: Refer to Lesson 94 for definitions of a social problem.

Although you cannot be 100 percent accurate in assessing whether or not a condition is a social problem, statistics are often used to give an understanding of certain social situations. The following statistics are on women's roles in the American work force. You will be examining these statistics to see where they might indicate a possible social problem.

1. Out of every 1,000 employed Americans in 1975, 396 were women. Does this indicate a social problem? Check one of the responses below and explain your choice.

   Possibly yes __________ Probably no __________

   Explanation:

TEACHER NOTE: There are several reasons for the ratio 396 women per 1000. This statistic in itself does not indicate a social problem. To make such a judgement would be generalizing beyond your data.

2. Out of every 1,000 sales managers, 337 were women. Does this indicate a social problem? Check one of the responses below and explain your choice.

   Possibly yes __________ Probably no __________

   Explanation:

TEACHER NOTE: This statistic is fairly close to the previous example and does not by itself indicate discrimination.

WOMEN IN THE LABOR FORCE: LESSON 95

3. The next list represents the number of women in occupations per 1,000 employed Americans.

   a. Mail carriers------------87
   b. Barbers------------------87
   c. Police officers----------27
   d. Cabinet makers-----------26
   e. Carpet installers--------16
   f. Truck drivers------------11
   g. Carpenters--------------- 6
   h. Auto mechanics----------- 4

   Do the statistics given above indicate a social problem? Check one of the responses below and explain your choice.

   Possibly yes __________ Probably no __________

   Explanation:

> TEACHER NOTE: These statistics indicate that far fewer women are represented in these jobs than their ratio in the work force at large. This could be accounted for to some extent by women not choosing these occupations. However, the numbers are so vastly different that it probably indicates some type of institutional discrimination.

4. The next list represents the number of women in selected occupations per 1,000 employed Americans.

   a. Doctors-----------------130
   b. Lawyers----------------- 72
   c. Architects-------------- 43
   d. Industrial engineers----- 27
   e. Dentists---------------- 18
   f. Mechanical engineers----- 10

   Do the statistics given above indicate a social problem? Check one of the responses below and explain your choice.

   Possibly yes __________ Probably no __________

   Explanation:

WOMEN IN THE LABOR FORCE: LESSON 95

4. (Continued)

> TEACHER NOTE: These statistics might indicate that women because of family responsibilities may not have wished a professional career. But again, the numbers are too vast to adequately explain it that way. More likely sex discrimination is present.

5. Check which of the following institutions could effect change in the women's role in the American work force.

   a. The family ____
   b. Government ____
   c. Education ____
   d. Churches ____
   e. Businesses ____

> TEACHER NOTE: All should be checked as each institution in our society can influence social problems. This question (number 5) could be used as a spring board for discussing the solution of any social problem such as crime, poverty, pollution, drug use, etc.

ANALYZING SOCIAL PROBLEMS/Defining Social Problems

Name______________________________

Section____________________________

Teacher____________________________

CONTEMPORARY IRAN: LESSON 96

NOTE: Refer to Lesson 94 for definitions of a social problem.

TEACHER NOTE: This lesson is more difficult than Lesson 95. It requires a higher reading level and might need to be read to some students.

Read the following news article paying special attention to paragraphs marked 1, 2, and 3. Source: Minneapolis Tribune -- March 9, 1979.

Iran Women Protest Khomeini Remarks*

Teheran, Iran
Thousands of women and their male supporters marched on Prime Minister Mehdi Bazargan's office Thursday, some shouting "Down with Khomeini," but were dispersed when revolutionary guards fired over their heads.

The demonstration was the strongest show of opposition yet to the month-old government established by Ayatollah Ruhollah Khomeini.

"Bazargan," the women shouted, "do not abandon us! Bazargan, do not forget we do not want the shador!"

The women apparently were angered by two occurrences this week:

① In a speech Wednesday in the holy city of Qom, where he has set up residence, Khomeini said, "Sin may not be committed in Islamic ministries. Women should not be naked at work in these ministries. There is nothing wrong with women's employment. But they must be clothed according to religious standards."

In many quarters, the statements were taken as a command for female Muslims to wear the shador, the head-to-toe veil Orthodox Islamic custom dictates.

② The government abolished the family protection law instituted in 1963 under the disposed Shah Muhammad Riza Pahlavi.

Before the law, a man could obtain a divorce simply by telling a notary public he wanted one. The law made it unlawful for a man to take a second wife without the consent of his first wife, and it allowed women to obtain a divorce in special cases.

Yesterday was International Women's Day, and there were several demonstrations in the Capitol protesting Khomeini's statement about attire. In a driving snow, more than 6,400 women, many in tight jeans or finely cut Western dresses and boots, marched from Teheran University to Bazargan's ministry, chanting along the four-hour walk, "In the dawn of freedom, there is an absence of freedom."

---

*© 1979, Minneapolis Tribune. Reprinted with permission.

CONTEMPORARY IRAN: LESSON 96

Inside the ministry, a secretary said to a colleague, "I will wear a shador the day all Iranian men start wearing rousari (turbans) and stop shaving their faces, as Islam law says they must."

On Thursday morning, Deputy Prime Minister Amir Entezam said the government had not yet gotten orders for its employees to wear veils. He said the question of what "veil" means would have to be answered by religious experts. "For me," he said, "the veil means modest clothes not likely to offend others."

Last night Khomeini clarified his remarks by saying he meant it was a "duty" for Muslim women to wear veils, not an "order."

③ There was more to the issue than veils yesterday, though veils served as the symbol for what is believed to be the first time women in Iran have gathered in such numbers to protest for women's rights.

Abolishing the family-protection law, according to many women who grew up as Western influence was growing in Iran, means a return to servitude under men. The ayatollah issued a statement earlier this week praising the women of the country and saying they still could obtain a divorce in special circumstances under Islamic law.

Bazargan, meanwhile, went to Qom yesterday to meet Khomeini. He reportedly has been unhappy for several days that his mandate to run the government is being undercut by Khomeini revolutionaries.

Hours after the ayatollah left the city last week, the prime minister said on radio and TV he might be forced to resign if the revolutionary committee, the executive arm of Khomeini's Revolutionary Council, Iran's supreme government body, did not cease their interference in his administration's affairs.

Wednesday in a blistering attack on Bazargan's provisional government Khomeini charged, "You are weak, mister." Apparently, the "mister" applied to the whole Cabinet. While not being specific, he criticized the slowness he perceived in the bureaucracy's step-by-step policies toward rebuilding the country. In an address to theological students and faculty, the ayatollah also said the administration seemed to be influenced by Western ideas, a prospect he is known to regard as despicable.

The remarks gave wing to the rumors of Bazargan's imminent resignation. Friends of Bazargan report that he is frustrated, but that he feels strongly that stepping aside now would be in the worst interest of a country desperately in need of stability.

* * * * *

1. Identify the main social problem in the article by placing a check by the most correct choice.

____ a. Crime in Iran
____ b. Political corruption
____ c. Women's rights
____ d. Technological change
____ e. Decreased energy production

CONTEMPORARY IRAN: LESSON 96

2. Below are listed 10 factual statements based on the news article. Check those which show that the trouble has reached a social problem level.

____ a. Iranian males and females dress differently.
____ b. Some laws give more rights to one group than another (male-female).
____ c. Leaders have power to change laws by interpreting what "words" mean.
____ d. It is difficult to return to old ways after the government has allowed new rules to be tried.
____ e. Different individuals can interpret rules differently.
____ f. Governments can cease to function if there is enough pressure from competing non-governmental groups.
____ g. A simple change such as doing away with a single law can cause many other changes.
____ h. Iran is not keeping pace with other nations.
____ i. Leaders could still feel that they were serving the best interest of the public even though they disagreed strongly with some governmental policies.
____ j. Although seemingly small and unimportant, an issue can stand for many larger concerns.

Take your paper to your teacher for correction and further discussion.

NOTE TO TEACHERS: After correcting this assignment, it would be appropriate to have students apply the statements a-j to other cultures. Discuss which of the statements apply to more than just Iran (i.e., U.S.A., China, etc.). Most of these statements could be applied to other cultures. A discussion could show students that although different, every culture shares the need of meeting social change and social problems.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

Name______________________________

Section____________________________

Teacher____________________________

AMERICAN HISTORY: LESSON 97

Sentences which contain value statements make judgments about the worth of things. Sentences which contain words like "good" or "bad," "should" or "should not," "best" or "worst," usually contain value statements.

Which of the following 10 statements about American Indians are value statements according to the definition given here?

1. President Andrew Jackson bagan moving all American Indians to the West of the Mississippi River during 1830.
2. The Fox tribe resisted President Jackson's attempt to move them from Illinois to areas West of the Mississippi.
3. The United States should not have forced the American Indians to move from their homes.
4. The Sioux tribe lived on the plains in the area that is now the states of Nebraska, South Dakota, Iowa, and Minnesota.
5. Peacepipes made from rock found in Southern Minnesota are beautiful examples of American Indian art.
6. Various Indian tribes deserve more money from the United States because the government took away their lands.
7. More respect and honor should be shown to the American Indians.
8. Sitting Bull was a well known leader of the Sioux.
9. Indian tribes are by law considered to be governments that have authority over their tribal members.
10. All American Indians should be guaranteed the right to vote in United States Presidential elections.

Take your paper to your teacher for correction.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

Name ______________________________

Section ______________________________

Teacher ______________________________

AMERICAN HISTORY: LESSON 98

"Values -- Standards by which a person decides whether a behavior is good or bad." Social Science Resource Book, page 282.

Read this definition of values. Then imagine that the year is 1862 and you are reading a newspaper. The following letter to the editor is in the paper you are reading.

BISHOP WHIPPLE IS RIGHT

Bishop Whipple of the Episcopal Church has given the right version of the recent Sioux Uprising. The war was not caused by the meanness of Little Crow, the Sioux Chief, as many people believe. It was actually caused by the behavior of the traders of the Yellow Medicine Agency. ①

Many people don't realize that the traders at Yellow Medicine were not very helpful to the Sioux. After the crop failure of 1861 the Sioux depended on buying food from the traders. When the government payments for land given up by the Sioux were late, the Indians had to charge the food they bought. The traders were not willing to give the Sioux credit for the food. ②

The result of the trader's action was starvation among the Sioux. Added to the starvation was the insulting comment by a trader that the Indians should eat grass. Little Crow didn't really want to go to war against the Minnesotans. He really had no choice when the traders refused to sell food on a credit basis. It should only be expected that a leader would go to war to prevent his people from starving. ③

You will notice numbers at the end of each paragraph of the editorial. Which paragraph(s) contain(s) a statement of the author's values about the Sioux Uprising?

Take your paper to your teacher for correction.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

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AMERICAN HISTORY: LESSON 99

Read the following case story about a land dispute between the Omaha tribe and some farmers in Iowa.

THE CASE OF BLACKBIRD BEND

The Missouri River is the boundary line between Iowa and Nebraska. Nebraska is west of the river. Iowa is east of the river. Some time between 1867, when the boundary was surveyed, and 1975, the Missouri River changed course and part of Nebraska has now moved to the Iowa side of the river. This area is known as Blackbird Bend.

This change in the course of the Missouri River has become important to the people who live along the river because the Omaha Indian Tribe owns the land that is on the Nebraska side of the river. They also claim that they own the Blackbird Bend land that is now on the Iowa side.

Harold Sorenson is a farmer who claims he owns 60 acres of Blackbird Bend. He has lived on that land since 1939. When he first came to Blackbird Bend the land was brushy and had never beened farmed. He feels that because of his hard work the land he cleared and has been farming actually belongs to him. The fact that the river changed course is not important to Sorenson. The fact that he worked the land is important to Sorenson.

Clifford Wolfe, Sr. is a member of the Omaha tribe and the fact that the river changed course is important to him. As far as he is concerned Blackbird Bend belongs to his tribe because of a treaty made in 1854. The treaty allowed the Omaha tribe to own the land west of the river. The fact that the river moved is not important to Wolfe. The fact that his ancestors owned the land because of a treaty is important to Wolfe.

The underlined sentences are statements of the values held by Harold Sorenson and Clifford Wolfe, Sr. Knowing that the underlined sentences are statements about values, write your own definition of the word "value."

NOTE TO TEACHER: Use the definitions of values found in accompanying lessons as a guide to evaluating the student definitions.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

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AFRICAN AREA STUDIES: LESSON 100

"Values involve the behavior and ideas that are considered not only normal but also good, right, or proper." Decision Making in American Government, page 13.

Which of the following 10 statements are statements of values according to this definition?

1. Most Americans picture jungles when they think of Africa.
2. Jungles are only about one seventh, a very small portion, of Africa.
3. There are many and varied groups of people living on the Continent of Africa.
4. The custom of living with a small family of two parents and their children is better than the custom of living in large tribal families that occurs in much of Africa.
5. The Acholi tribe of Uganda has about 250,000 members.
6. It was important for the people of Kenya to become independent from British rule.
7. African countries should be run by Black Africans when the Black people are the majority of the population.
8. The Union of South Africa has a government which is led by people of European ancestry.
9. It is wrong for the U.S.S.R., the U.S.A., or any other country to interfere in the affairs of African nations.
10. The slave trade centered on the West coast of Africa.

Take your paper to your teacher for correction.

ANALYZINE SOCIAL PROBLEMS/Identifying Value Statements

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AFRICAN AREA STUDIES: LESSON 101

You will need writing materials for this lesson.

Read the following speculative account about Tom Mboya, a member of the Mau Mau and then a member of the Kenyan government.

TOM MBOYA

A number of native tribes lived in Kenya during the British rule there. The Kikuyu and Luo were two of those tribes. Before the revolt against the British, the tribes of Kenya did not get along with each other very well. The Kikuyu and Luo were tribes that did not get along very well. ①

Tom Mboya was a member of the Luo tribe. When the revolution against the British began he joined in. He felt that he should join even though the revolt was led by the Kikuyu tribe. He was willing to overlook the fact that his tribe and the Kukuyu tribe were not friendly to each other. The most important thing to him was that the British should leave. In order to get rid of the British, he was willing to join with a tribe that his own people did not get along with. ②

When a leader of the Kikuyu tribe was arrested by the British in 1952, Tom Mboya was very upset. Along with other people he attempted to get the man out of jail. Mboya and others worked for seven years before the Kikuyu man was released from jail. ③

Paragraph 2 tells about Tom Mboya's values. Paragraphs 1 and 3 do not tell about his values even though they tell a lot about him. Knowing that paragraph 2 tells about Tom Mboya's values, write your own definition of the word "value."

Take your paper to your teacher for correction.

NOTE TO TEACHER: Use the definitions of values found in accompanying lessons as a guide to evaluating the student's definition.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

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AFRICAN AREA STUDIES: LESSON 102

A value is a person's opinion "...that something is good or bad; fair or unfair; beautiful or ugly; right or wrong; useful or useless; important or trivial; true or false." Classroom Questions: What Kinds? page 24

In this lesson you will find statements about five African people who were part of the Mau Mau revolt against British rule in Kenya during the 1950's. Read these statements and answer the question at the end.

1. JOMO KENYATTA: This man was arrested by British soldiers in 1952 and was convicted of managing the Mau Mau. He spent 7 years in jail. When the British left Kenya, he became the President of Kenya.
2. OGINA ODINGA: This man served in the Kenya Legislative Council when Kenya was a British Colony. He wanted to show the British that he thought they were unfair. To show his feelings, he wore animal skins to the Legislative Council.
3. JAMES NGUGI: This man was so sure that the British government was wrong that he was willing to be a part of the Mau Mau movement. The Mau Mau were willing to kill people in order to get the British to leave.
4. JOSIAH M. KARIUKI: This man was a member of the Mau Mau. Like the other Mau Mau he took two oaths to the movement. Like many of the other Mau Mau, he was a member of the Kikuyu tribe.
5. KARARI NJAMA: This man was so strongly against the British that he was willing to fight tanks with only sticks and knives. He realized that using knives against tanks wouldn't work, but he felt so strongly that he did it anyway.

Some of these statements describe the people, but do not describe their values. Which are they? MARK THEM NO!

Some of these statements describe the people and their values. Which are these? MARK THEM YES!

Use the definition of "value" found at the beginning of the lesson when you do this exercise.

	NO	YES
1. JOMO KENYATTA	___	___
2. OGINA ODINGA	___	___
3. JAMES NGUGI	___	___
4. JOSIAH M. KARUIKI	___	___
5. KARARI NJAMA	___	___

Take this to your teacher for correction.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

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UNITED STATES ENERGY PROBLEM: LESSON 103

"Values are beliefs about what are desirable and undesirable goals and about ways of reaching goals." The Psychology of Human Behavior, page 311

Which of the following 10 statements are statements of values according to this definition of values?

1. Approximately 45 percent of the oil consumed in the United States in 1978 came from wells located outside of the United States.
2. The best solution to rising oil prices is to switch to solar energy as much as possible.
3. During the civil war in Iran no oil products were being shipped from that country.
4. In 1973 the OPEC nations quit selling oil to the United States until the United States agreed to pay more for the oil.
5. If the OPEC nations refuse to sell oil to the United States in the future the United States should refuse to sell food to the OPEC nations.
6. The government's main concern should be to hold down the price of gasoline and fuel oil.
7. Consumers' main concern should be the reduction of their oil and gasoline usage.
8. Operation Independence was the government attempt to produce as much oil in the United States as is used in the United States.
9. Canada has decided not to export any oil to the United States.
10. Mexico has a supply of natural gas that the United States would like to buy.

Take your paper to your teacher for correction.

ANALYZING SOCIAL PROBLEMS/Identifying Value Statements

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UNITED STATES ENERGY ALTERNATIVE: LESSON 104

"A value judgment is a claim about what is good or bad, about what people should or should not do, or about what is better or worse." American Political Behavior, page 52.

After reading the definition of "values," read the following editorial which was found in the Minneapolis Tribune on January 11, 1979.

GASOHOL: Modesty is the best policy

At first blush "gasohol" sounds like an alternative to gasoline. It's a blended fuel of one part grain alcohol -- ethanol -- and nine parts gasoline. The ethanol can come from home-grown products, reducing the demand for distant oil. Usable raw materials include cash crops like corn and discarded matter such as field residues and dairy leftovers. Moreover, converting them to alcohol yields feed for livestock as its valuable by-product. On top of that, gasohol works in cars now on the road. ①

Is gasohol an energy dream waiting to come true in mass production and marketing? It is not. Two related realities strongly suggest that its promoters are overselling it. The first is financial. Even allowing for the value of its by-products, ethanol is far more expensive than the gasoline it would replace. That makes gasohol a money-loser. It is not worth using it throughout the country. ②

The second reality is worse. Ethanol from grain takes more energy to produce than it yields when burned. And for all its benefit to farmers, the widespread use of gasohol would cost energy, not save it. ③

Nevertheless, there may be a way around these obstacles. If so, it probably lies in small-scale production of ethanol close to the farm or even by individuals. That way, some have argued, distillation and drying could be simply done with solar heaters, methane gas from barnyard wastes, or by burning wood and cornstalks. That way, also, gasohol could be blended, and animal feed produced for immediate local use. ④

It's worth trying. A study commissioned by the Legislature last winter recommended that Minnesota test and demonstrate the local-scale approach. Those recommendations should be tried. Gasohol is not a complete solution to energy problems. But in a modest framework it may be a means to help energy-poor farm states take a step toward meeting their own needs. ⑤

-- Adapted from the Minneapolis Tribune, January 11, 1979
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UNITED STATES ENERGY ALTERNATIVE: LESSON 104

You will notice numbers by each paragraph of the editorial. Which paragraph(s) contains a statement of the author's values concerning gasohol according to the definition of values which is found here?

	YES	NO
Paragraph One	___	___
Paragraph Two	___	___
Paragraph Three	___	___
Paragraph Four	___	___
Paragraph Five	___	___

Take your paper to your teacher for correction.

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THE 55 MPH SPEED LIMIT: LESSON 105

You will need writing materials for this lesson.

Read the following editorial comments from the January 28, 1979, issue of the Minneapolis Tribune.

SPEED LIMIT SHOULD STAY AT 55*

A bill to raise the speed limit to 65 miles per hour is moving through the Wyoming Legislature. If it becomes law there, supporters say, neighboring states are likely to raise their speed limits, too. We hope neither happens.

Since the 55-mph limit was imposed in 1973, the national highway death toll has declined significantly. Moreover, federal officials say that lower speeds save 225,000 barrels of gasoline a day. But if enough states follow Wyoming's example, the death rate could rise again. Increased fuel consumption in these states could mean less fuel available elsewhere. Saving lives and energy are national concerns; wasted lives and energy would be a national problem.

The federal government has an interest in preventing such a problem. That's why it encourages states to set maximum speeds at 55 by making that limit a condition for receiving federal highway funds. Federal officials should make it clear that Wyoming's proposed 65-mph limit carries a high price tag -- the immediate cut-off of highway aid. That might make higher speed limits less attractive to Wyoming and its like-minded neighbors.

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* Reprinted with permission. © 1979 Minneapolis Tribune.

The underlined sentences and the title are statements of the author's values. Knowing that the underlined sentences are value statements, write your own definition for the word "value."

NOTE TO TEACHER: Use the definitions of values found in accompanying lessons as a guide to evaluating the student definition.

NOTE TO STUDENTS: LESSONS 106 and 107

For the purpose of Lessons 106 and 107, the following terms are defined as follows:

Security -- A feeling of well-being, free from fear, a sense of safety.

Power -- The ability to control or influence others.

Generosity -- The sharing of wealth or material benefits.

Self-reliance -- The ability to do for oneself without outside help.

Jobs -- Employment, work; the creation of employment opportunities.

Health -- Money and resources devoted to a population's physical and mental well-being.

Wealth -- Money and material possessions.

Privacy -- Controlling confidential communications/information about oneself.

National Security -- A nation's security, well-being, or safety; the political, economic, and military strength of a country.

Freedom of Choice -- The ability to choose one's associates and economic goals.

Industrialization -- Economic growth in the manufacturing of goods.

Environmental Cleanliness -- An environment free from pollution.

Democracy -- A government that features elected representatives, majority rule, and individual liberties.

Equality of Wealth -- Equal distribution of money and property among people or social classes.

Economic Strength -- The ability to produce goods and services, to raise the material well-being of a country.

Equality of Opportunity -- To make available to greater numbers of people choices in education, housing, and employment.

Employment -- Jobs, the expansion of job opportunities.

Compassion for Others -- The desire to help other people.

Military Strength -- The armed forces of a nation.

Open Government -- A government that tolerates and encourages criticism and citizen participation.

Individualism -- The belief that the individual has the freedom and responsibility to control his economic and political future.

Cultural Diversity -- The acceptance of a variety of customs and traditions.

National Unity -- A sense of a common purpose, a generally accepted core of values and beliefs in a country.

Money -- The valuing of wealth and material possessions.

Employment -- The expansion of job and economic opportunities.

Economic Growth -- The production of goods and services, the material development of an area or group of people.

Education -- The belief that education is the key to individual growth and group progress.

Cultural Pluralism -- The acceptance of a variety of cultures and traditions, the belief that ethnic groups should maintain their identity.

Racial Superiority -- The belief that certain "races" or ethnic groups are physically, culturally, or intellectually better than others.

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UNITED STATES IMMIGRATION: LESSON 106

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. The following exercises require you to identify these value conflicts.

TO THE EDITOR: Our selfish instincts are best revealed in us when we attempt to reduce immigration to the United States. We have been fortunate to be blessed with a wealth of natural resources. It's about time that we share our good fortune with those in need.

TO THE EDITOR: I once had a neighbor who borrowed my tools and never returned them. It took me awhile to realize that my generosity only contributed to my neighbor's problem. The same occurs when we allow unskilled immigrants into the U.S. on the pretext of sharing our wealth and helping others. Let them learn to help themselves and not run to the U.S. when in trouble.

1. Which of the following pairs of values are in conflict in the above letters to the editor?

   a. Security vs. Power
   b. Generosity vs. Self-reliance
   c. Jobs vs. Health
   d. Wealth vs. Privacy

TO THE EDITOR: The least we can do is admit only the skilled, educated immigrant. That's why I favor a literacy test to weed out those who are non-productive. If you aren't qualified, you don't deserve to be an American. Earning your way in by learning a skill and becoming literate will result in a strong America.

TO THE EDITOR: How can we deny the opportunity to immigrate to the United States based on literacy. Literacy tests have only one purpose -- to keep out those different from ourselves. If a better education is one of the reasons people come to our shores, how can we use a lack of literacy in our language and a lack of education as one of the reasons for shutting the door.

2. Which of the following pairs of values are in conflict in the above letters to the editor?

   a. National Security vs. Freedom of Choice
   b. Industrialization vs. Environmental Cleanliness
   c. Democracy vs. Equality of Wealth
   d. Economic Strength vs. Equality of Opportunity

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UNITED STATES IMMIGRATION: LESSON 107

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. The following exercises require you to identify these value conflicts.

TO THE EDITOR: How can we continue to let thousands of foreigners into the United States when many Americans are out of work? Those that are willing to work, work for such low wages that they pull down the wages of all Americans. Let's employ Americans first and then worry about letting in immigrants.

TO THE EDITOR: Let's get one thing straight about immigrants -- they do not take jobs away from United States citizens. They do seek jobs, but they often do the jobs that no one else wants. Instead of worrying about our wealth, we should welcome and help those in need. Let us fulfill our responsibility.

1. Which of the following pairs of values are in conflict in the above letters to the editor?

    a. Employment vs. Compassion for Others
    b. Military Strength vs. Open Government
    c. Individualism vs. Economic Growth
    d. Cultural Diversity vs. National Unity

TO THE EDITOR: I'm all for the quota system that only allows a certain number from each immigrant group into the United States. Otherwise we lose our sense of what is to be an American. Look at the Chinatowns in our large cities. Our country can only absorb so many each year without becoming weak and fragmented.

TO THE EDITOR: Why are our large cities so exciting and vibrant? I think it is because of our many wonderful ethnic groups. The sights, sounds, and smells of a Greek quarter, or a German town, or China town bring a uniqueness to our cities. To suggest that we restrict immigration through quotas is to deny the very essence of American life.

2. Which of the following pairs of values are in conflict in the above letters to the editor?

    a. Employment vs. Compassion for Others
    b. Industrialization vs. Environmental Cleanliness
    c. Individualism vs. Equality of Wealth
    d. Cultural Diversity vs. National Unity

NOTE TO STUDENTS: LESSONS 108 TO 110

For the purpose of Lessons 108 to 110, the following terms are defined as follows:

Self-determination -- The ability of a group of people to decide their own economic and political system.

Free Enterprise -- The economic doctrine that encourages private economic development with a minimum of government regulation.

Legal Rights -- The ordering of a society based upon the rule of law including the rights of due process such as impartial trials and rules of evidence.

Democracy -- A government that features elected representatives, majority rule, and individual liberties.

National Security -- A nation's security, well-being, or safety; the political, economic, and military strength of a nation.

Free Speech -- The ability to speak out on controversial issues, the toleration of a wide variety of viewpoints, the ability to criticize governmental actions.

Environmental Cleanliness -- An environment free from pollution, the attempt to reduce environmental contamination.

National Sovereignty -- The independence of a nation or country.

Religious Freedom -- The ability to practice religious beliefs, the toleration of a variety of religious beliefs.

National Unity -- A sense of common purpose, a generally accepted core of values and beliefs in a country.

Efficient Resource Use -- The use of wealth, natural resources, and labor in a manner consistent with the economic and political beliefs of a country.

Individual Freedom -- The degree to which an individual enjoys political and economic freedom such as freedom of speech, religion, education, and job opportunities.

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UNITED STATES VS. RUSSIAN VALUES: LESSON 108

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other.

The United States believes in a set of values. We often use our idea of these values to judge the actions of other countries. At the same time other countries judge our actions by their set of values and by how well we observe our own values. Identify the value conflicts in the following situations.

____ 1. When Lenin announced the idea of the dictatorship of the proletariat for the U.S.S.R., which of the following U.S. values would this most likely clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 2. When Joseph Stalin began the collectivization of the farm lands of the Soviet Union in 1930, which of the following U.S. values would this most likely clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 3. When the Soviet Union occupied Eastern Europe after World War II, which of the following U.S. values would this most likely clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 4. When the Soviet Union exploded its first hydrogen bomb in 1953, which of the following U.S. values would this most likely clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 5. When the Soviet Union blockaded Berlin in 1948, which of the following U.S. values would this clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 6. In a Soviet election the citizens are allowed to vote for or against a single party approved candidate. Which of the following U.S. values would this clash with?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

UNITED STATES VS. RUSSIAN VALUES: LESSON 108

____ 7. Joseph Stalin's purges of enemies of the state and party from 1934 to 1938 clashed with which of the following U.S. values?

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

ANALYZING SOCIAL PROBLEMS/Identifying Values in Conflict

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UNITED STATES VS. RUSSIAN VALUES: LESSON 109

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. The following exercises require you to identify these value conflicts.

CUBAN MISSILE CRISIS

____ 1. In 1962 the U.S. placed a naval blockade around Cuba to prevent Soviet ships from delivering missiles to Cuba. From the United States' point of view, we were justified in taking this action because we valued:

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

____ 2. The Soviet Union, however, might have viewed the blockade as violating our belief in:

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Free Speech

EMIGRATION

____ 3. Recently the Soviet Union has refused to allow dissidents and Jews to emigrate from the Soviet Union. From the Soviet Union's viewpoint they are justified in taking this action because they value:

a. Environmental Cleanliness
b. National Sovereignty
c. Free Speech
d. Religious Freedom
e. Free Enterprise
f. National Unity

____ 4. From the United States' point of view, this Soviet action conflicts with our belief in:

a. Environmental Cleanliness
b. National Sovereignty
c. Free Speech
d. Religious Freedom
e. Free Enterprise
f. National Unity

BAY OF PIGS

____ 5. The United States attempted to overthrow the Castro government in Cuba during the Bay of Pigs invasion in 1961. From our point of view, we were justified in taking this action because of our belief in:

a. Self-determination
b. Religious Freedom
c. Efficient Resource Use
d. National Security
e. National Unity
f. Free Speech

UNITED STATES VS. RUSSIAN VALUES: LESSON 109

____ 6. The Soviet Union, however, might have viewed the Bay of Pigs invasion as violating our belief in:

a. Self-determination
b. Religious Freedom
c. Efficient Resource Use
d. National Security
e. National Unity
f. Free Speech

NATO

____ 7. The United States and Western Europe formed NATO in 1949. From our point of view, we were justified in taking this action because of our belief in:

a. Self-determination
b. Religious Freedom
c. Efficient Resource Use
d. National Security
e. National Unity
f. Free Speech

____ 8. The Soviet Union, however, might have viewed NATO as violating our belief in:

a. Self-determination
b. Religious Freedom
c. Efficient Resource Use
d. National Security
e. National Unity
f. Free Speech

ANALYZING SOCIAL PROBLEMS/Identifying Values in Conflict

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UNITED STATES VS. RUSSIAN VALUES: LESSON 110

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. The following exercises require you to identify these value conflicts.

OCCUPATION OF EASTERN EUROPE

____ 1. After World War II the Soviet Union occupied much of Eastern Europe. From the Soviet Union's point of view, they were justified in taking this action because they valued:

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. National Unity

____ 2. The United States, however, viewed the occupation of Eastern Europe as violating our belief in:

a. Self-determination
b. Free Enterprise
c. Religious Freedom
d. Legal Rights
e. National Security
f. National Unity

U-2 FLIGHTS

____ 3. In 1960 the Soviet Union shot down a United States spy plane called the U-2. From the Soviet Union's viewpoint, they were justified in taking this action because they valued:

a. Self-determination
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Security
f. Efficient Resource Use

____ 4. The United States felt they were justified in using spy flights because of our concern for:

a. Self-determination
b. Free Enterprise
c. Religious Freedom
d. Legal Rights
d. National Security
e. Efficient Resource Use

CENSORSHIP

____ 5. Many Western publications are banned in the Soviet Union. From the Soviet Union's point of view, they are justified in taking this action to promote:

a. National Sovereignty
b. Free Enterprise
c. Environmental Cleanliness
d. Individual Freedom
e. National Unity
f. Efficient Resource Use

UNITED STATES VS. RUSSIAN VALUES: LESSON 110

____ 6. The United States, however, tends to view the censorship of foreign publications as violating our belief in:

a. National Sovereignty
b. Free Enterprise
c. Environmental Cleanliness
d. Individual Freedom
e. National Unity
f. Efficient Resource Use

THE ECONOMY

____ 7. The production and price of goods in the Soviet Union are controlled by a central planning authority. From the Soviet Union's point of view, they are justified in organizing their economy this way because they value:

a. National Sovereignty
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Unity
f. Efficient Resource Use

____ 8. From the United States' point of view, a controlled economy violates our belief in:

a. National Sovereignty
b. Free Enterprise
c. Legal Rights
d. Democracy
e. National Unity
f. Efficient Resource Use

NOTE TO STUDENTS: LESSONS 111 TO 113

For the purpose of Lessons 111 to 113, the following terms are defined as follows:

Money -- The valuing of wealth and material possessions.

Health -- Money and resources devoted to a population's physical and mental well-being.

Environmental Cleanliness -- An environment free from pollution, the attempt to reduce environmental contamination.

Inflation -- A decline in the value of a currency due to an increase in demand, or a decline in supply, or both, too much money available for too few goods and services.

Privacy -- Controlling confidential communications and information about oneself.

Life -- The belief that living things deserve respect and are sacred and valuable in and of themselves.

National Security -- A nation's security, well-being, or safety; the political, economic, and military strength of a country.

Individual Liberty -- Political freedoms such as freedom of speech, press, and religion.

Employment -- Jobs, the expansion of job opportunities.

Free Speech -- The ability to speak out on controversial issues, the toleration of a wide variety of viewpoints, the ability to criticize government actions.

Justice -- The administration of law in a fair and impartial manner.

ANALYZING SOCIAL PROBLEMS/Identifying Values in Conflict

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CONTEMPORARY UNITED STATES PROBLEMS: LESSON 111

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. Read the following letters to the editor and identify the value conflicts.

TO THE EDITOR: In many states today even the criminally insane can purchase a handgun. And what is the purpose of a handgun if not to use against another person? Very little hunting is done with a "Saturday Night Special." Most murders are committed during an argument where the victim and murderer know each other and where a handgun is easily available.

TO THE EDITOR: I don't need anybody telling me that I can or can't purchase a handgun. I may want a handgun to shoot bottles or for purposes of protection, but the important point is that it is nobody's business except my own. Government already intrudes too much in our lives.

____ 1. Which of the following pairs of values are in conflict in the above letters to the editor?

a. Money vs. Health
b. Environmental Cleanliness vs. Inflation
c. Privacy vs. Life
d. National Security vs. Individual Liberty
e. Employment vs. Free Speech
f. Justice vs. Money

TO THE EDITOR: Mandatory prison sentences, where a convicted criminal serves a definite sentence without time off for good behavior or a chance for parole, makes more sense than keeping the prisoner guessing as to when he might be paroled. Both society and the prisoner would have the satisfaction of knowing that the full price was paid for the criminal act.

TO THE EDITOR: It makes no sense to keep people in prison when they have been rehabilitated or are ready for the outside world. The taxpayer has to pay for the staggering costs of imprisonment. If a person has learned his lesson in three years rather than five, then let's get him back to society where he can work and pay some of these taxes that I do.

____ 2. Which of the following pairs of values are in conflict in the above letters to the editor?

a. Money vs. Health
b. Environmental Cleanliness vs. Inflation
c. Privacy vs. Life
d. National Security vs. Individual Liberty
e. Employment vs. Free Speech
f. Justice vs. Money

ANALYZING SOCIAL PROBLEMS/Identifying Values in Conflict

Name________________________________

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CONTEMPORARY UNITED STATES PROBLEMS: LESSON 112

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. Read the following letters to the editor and identity the value conflicts.

TO THE EDITOR: I think it is apparent from the enlistment statistics and from studies that have revealed our military unpreparedness that the volunteer armed forces have not worked. The draft should be revived or some type of national service program should be initiated involving both young men and women. If a war involving the United States and U.S.S.R. were to begin there may not be time to gear up the draft to meet our needs. We must always be ready to meet any threat.

TO THE EDITOR: This may be a heresy to many, but I don't believe I owe my country anything, least of all several years of my life and possibly the loss of my limb or life in a conflict started by politicians. The country doesn't own my mind and body!

____ 1. Which of the following pairs of values are in conflict in the above letters to the editor?
- a. Money vs. Health
- b. Environmental Cleanliness vs. Inflation
- c. Privacy vs. Life
- d. National Security vs. Individual Liberty
- e. Employment vs. Free Speech
- f. Justice vs. Money

TO THE EDITOR: After haggling with my insurance company over my latest medical bill, I have reluctantly come to the conclusion that what our country needs is a system of national health care that takes care of all of our health needs. Many people who can't afford health insurance put off needed medical care. Others have medical insurance but are afraid of using it because either they are not totally covered or they are afraid their premiums will rise.

TO THE EDITOR: If you think you have a high tax bill today, wait until socialized medicine is forced upon us. Studies show that the cost would be in the billions and we all know the government can't manage anything without spending themselves (with our tax dollars) silly.

____ 2. Which of the following pairs of values are in conflict in the above letters to the editor?
- a. Money vs. Health
- b. Environmental Cleanliness vs. Inflation
- c. Privacy vs. Life
- d. National Security vs. Individual Liberty
- e. Employment vs. Free Speech
- f. Justice vs. Money

ANALYZING SOCIAL PROBLEMS/Identifying Values in Conflict

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CONTEMPORARY UNITED STATES PROBLEMS: LESSON 113

Differing beliefs about people and the world (what they are and what they should be) often lead to social conflicts and problems. In analyzing social problems, therefore, it is important to see how values may conflict or oppose each other. Read the following letters to the editor and identify the value conflicts.

TO THE EDITOR: Once again the American Nazi Party wants to hold marches and outdoor rallies to flaunt their anti-democratic views. I don't think any organization whose avowed aim is to destroy our country and democratic government deserves the rights of a democracy. We have to stop being naive and protect ourselves from those who would destroy us.

TO THE EDITOR: Here comes spring and with it the American Nazi Party. There are those who want to ban this mindless madness, but personally I look forward to their inane pronouncements. It reminds me what our democracy is all about. Anybody has the freedom to spout off their convictions. If our democracy can't stand the Nazis, then we don't have a democracy.

____ 1. Which of the following pairs of values are in conflict in the above letters to the editor?

a. Money vs. Health
b. Environmental Cleanliness vs. Inflation
c. Privacy vs. Life
d. National Security vs. Individual Liberty
e. Employment vs. Free Speech
f. Justice vs. Money

TO THE EDITOR: After finally getting cleaner air to breathe, now I'm reading about how auto companies want to do away with the future higher emission standards. I'll take the higher standards and cleaner air over their objections any day. We already rely too much on the automobile, and I might add, on the word of the auto companies that they can't meet the higher standards.

TO THE EDITOR: A government study recently released shows that environmental standards have added almost $1,000 onto the price of an automobile. Since most of us need automobiles, let's not price them out of our range simply because someone is worried about the health of a few birds.

____ 2. Which of the following pairs of values are in conflict in the above letters to the editor?

a. Money vs. Health
b. Environmental Cleanliness vs. Inflation
c. Privacy vs. Life
d. National Security vs. Individual Liberty
e. Employment vs. Free Speech
f. Justice vs. Money

ANALYZING SOCIAL PROBLEMS/Recognizing Implicit Values

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UNITED STATES IMMIGRATION: LESSON 114

In analyzing social problems, it is important to determine the beliefs or values a person, group, or nation holds. The following exercises require you to identify the beliefs or value positions of the people involved.

Immigration has always been an issue in United States history. Even today debate continues over the immigration of refugee groups to the United States. This fictional conversation among members of the United States House of Representatives could have occurred many times in our history.

Representative Clayton: (Rep.) My constituents (voters back home) have been writing me about the hordes of immigrants that seem to be pouring into our fair land every day. They are taking jobs from my people.

Rep. Minton: I think we have all received mail about this. Perhaps, gentlemen, we need some legislation to regulate this invasion of the intellectually inferior.

Rep. Turner: Now wait a minute my friends. I think we should be welcoming these people. Back where I come from we need any hard working body we can get to develop our land.

Rep. Barton: Maybe you need them but we dont' need the filth, poverty, and crime they bring with them to my city. They cost our city a good deal in higher taxes just to pay for the extra police protection.

Rep. Myers: I think most of our cities have these problems -- whether or not they have recent immigrants. In fact my father started in one of those ghettos, but he worked his way out of it.

Rep. Barton: That's my point. This latest group doesn't seem to be as hard working as our parents and grandparents. They live in their own areas of town instead of moving and trying to better themselves. Their lower standard of living lowers our property values.

Rep. Turner: Well my part of the country needs people to grow and prosper.

Rep. Myers: Both of you are expecting too much if you think people are going to move immediately to a strange part of the country away from their family and friends. They will work their way out of the ghettos in time, like our parents did. Personally I like all the new customs and traditions they bring with them. It makes us a richer country.

UNITED STATES IMMIGRATION: LESSON 114

Rep. Edwards: Not only richer but stronger. America can absorb anyone. Just get the kids in school. We all go in as strangers but we come out as Americans.

Rep. Minton: I must disagree. It's true so far that our system has accommodated the hard working immigrant. But these latest immigrants come from Eastern Europe. Their religion is controlled by Rome and they continue to live in their enclaves over here. We should only take in immigrants whose religion, language, and customs are like ours and won't lower our cultural achievements.

____ 1. Which of the following values is held by Representative Clayton?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

____ 2. Which of the following values is held by Representative Minton?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

____ 3. Which of the following values is held by Representative Turner?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

____ 4. Which of the following values is held by Representative Barton?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

____ 5. Which of the following values is held by Representative Myers?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

____ 6. Which of the following values is held by Representative Eduwards?

a. Money c. Economic Growth e. Cultural Pluralism
b. Employment d. Education f. Racial Superiority

ANALYZING SOCIAL PROBLEMS/Recognizing Implicit Values

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UNITED STATES IMMIGRATION: LESSON 115

In analyzing social problems, it is important to determine the beliefs or values a person, group, or nation holds. The following exercises require you to identify the beliefs or value positions of the people involved.

Read the following poem:

> Give me your Tired, your poor,
> Your huddled masses yearning to breathe free,
> The wretched refuse of your teeming shore,
> Send these, the homeless, the tempest-tossed, to me:
> I lift my lamp beside the golden door...

1. Where is this poem found?

2. What word or words best describe the values embodied in this poem?

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UNITED STATES VS. RUSSIAN VALUES: LESSON 116

Mark had saved for over a year to make this trip to the Soviet Union with 20 other classmates and his teacher. The sights of this vast country impressed Mark but what he most remembered was this conversation between some of his classmates and a group of Soviet high school students while visiting a Soviet school. Here is a portion of that conversation.

(Capitalism) Mark: (U.S.) You know after talking with you people, I firmly believe that people are all the same. Why can't we have true peace between the United States and the Soviet Union?

Yuri: (USSR) I guess what puzzles me is how you can continue to accept Capitalism in your advanced country?

Steve: (U.S.) What's wrong with capitalism?

Yuri: Only that it exploits your people; it brings out the worst in you like greed and trying to get ahead at the expense of others.

Alexi: (USSR) Yes, look at your very rich in America and your poor -- there are a lot more of the poor.

Mark: But what you call poor is really not that bad off in comparison with the rest of the world and most Americans belong to what we call the middle class.

Mike: And it's not greed that enables us to have a high standard of living...It's, well...it's competition. There is always someone trying to do something better or make a better product.

Sergi: (USSR) And that leads to profits at the expense of workers.

Steve: But without a profit why should anyone try to do something better...They should have some reward for their efforts. They could fail and end up with nothing.

(Economic Freedom) Mike: At least we have the freedom to better ourselves.

Alexi: But what kind of freedom is that...You just mentioned that you have the freedom to fail.

Yuri: Yes, here in the Soviet Union we have true freedom. We are guaranteed a job, free education, and low-cost housing.

UNITED STATES VS. RUSSIAN VALUES: LESSON 116

Sergei: And don't forget medical care. You see we don't have to worry about any of these things. Every man has a place to work and he works for his country, not just himself.

(Equality) Yuri: We are all equal here. We work for the state and the state gives us what we need. We are striving for a classless society.

Mark: We have equality in the U.S. also. Only we believe in having equal opportunity to better yourself. We are striving for the equality of opportunity to do and be whatever your desires and talents allow you.

(Free Speech)

Steve: Well at least we are free to criticize our leaders and government.

Sergei: But much of that criticism weakens you in the eyes of others. We also criticize but through the proper channels of the party.

Mike: Nobody is arrested in the United States, however, for criticizing our government and this criticism gives us a more open democratic government.

Yuri: Maybe you can afford that luxury, but we can't. Our criticism must be beneficial to the state, otherwise you are hurting your country. Remember, we have had many enemies and wars fought on our territory. We sometimes feel like we are encircled by a hostile world.

It should be apparent from the above conversation that the same values may have different meanings for different people. Match the definitions with the values and countries in the boxes on the following page.

UNITED STATES VS. RUSSIAN VALUES: LESSON 116

	Countries	
Values	United States	U.S.S.R.
Free Enterprise or Capitalism		
Economic Freedom		
Equality		
Free Speech		

DEFINITIONS

a. Free to fail.
b. Criticism must help the nation.
c. People should not have more than others.
d. Promotes greed.
e. Profits bring new products.
f. Free medical care.
g. People have the opportunity to try to do what they desire.
h. A high standard of living results from competition.
i. Guaranteed job.
j. Government and leaders should be criticized by citizens for any wrong-doing.
k. Competition against others is undesirable.
l. Work for the country, to help all.
m. Free to try and better yourself with the risk of failure.
n. Correct and criticize through the accepted channel.

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COMPULSORY SCHOOL ATTENDANCE CONFLICT: LESSON 117

In analyzing social problems, it is important to determine the beliefs or values a person, group, or nation holds. The following exercise requires you to identify the beliefs or value positions of the people involved.

Read the following story and note the value positions of each side:

Thomas Wilson was determined to educate his own children. He was distrustful of the local public school system and of the parochial school in town. In Wilson's eyes, both schools taught ideas that he didn't believe in, including racial equality and sex education.

Wilson set up his own school on his farm for his two sons, Mark, age 9, and John, age 11. Wilson used some material from a correspondence school for English and math and other materials from the Ku Klux Klan and the American Nazi Party.

Even though Wilson was violating a state law which said that all children under the age of 16 must attend a certified school, the school board went along with Wilson until he refused to submit his children to the year-ending final exams.

Wilson was put in jail for violating a state law and his children were taken to public school.

____ 1. From the point of view of Mr. Wilson, the basic issue in this case is:

   a. Using materials from the American Nazi Party and Ku Klux Klan.
   b. Letting parents decide their child's education.
   c. Protesting a law one disagrees with.
   d. Trusting children to educate themselves.

____ 2. From the point of view of the school board, the basic issue in this case is:

   a. Obeying the state law.
   b. Having children attend a certified school.
   c. Educating all children in the same material.
   d. Measuring the child's educational progress.

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MEDICAL CARE CONFLICT: LESSON 118

In analyzing social problems, it is important to determine the beliefs or values a person, group, or nation holds. The following exercise requires you to identify the beliefs or value positions of the people involved.

Read the following story and note the value positions of each side:

Bill and Marie Drozier sat down in their living room at 4 a.m. in the morning. This was the third night they had to take care of their son Doug, age four. Doug had been going to the hospital two times a week for chemotherapy to fight the leukemia that was gradually killing his body.

"I'm stopping the chemotherapy, Marie," Bill announced. "I don't know what is worse for Doug, the treatment or the disease."

"Now will you let us try the laetrile?" asked Marie.

After a moment of silence, Bill simply said, "Yes."

The Drozier's battle, however, had only begun. After they removed Doug from chemotherapy and found a doctor who would administer the drug laetrile, the hospital went to court and asked that Doug be placed back on chemotherapy.

The hospital's lawyer argued that no accepted medical evidence demonstrated that laetrile had any effectiveness in fighting cancer. He also argued that laetrile held out a false hope to the Droziers and that the Droziers were taking away Doug's only hope for survival.

The Droziers' lawyer pointed out the harsh side effects of the chemotherapy. He also stressed that people should be able to choose the medical treatment they desired. Finally, the lawyer argued that parents have the right and responsibility to decide what is right for their children.

____ 1. From the point of view of the Droziers, the basic issue in this case is:

a. Selecting the medical treatment for Doug.
b. Helping their son remain comfortable.
c. Choosing the doctor they want.
d. Keeping their son out of a hospital.

____ 2. From the point of view of the hospital, the basic issue in this case is:

a. Providing work for their doctors and nurses.
b. Saving Doug's life with accepted medical treatment.
c. Discouraging the use of laetrile and other unproven drugs.
d. Proving that chemotherapy works.

ANALYZING SOCIAL PROBLEMS/Recognizing Implicit Values

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DEBATE ON AFFIRMATIVE ACTION PROGRAMS: LESSON 119

In analyzing social problems, it is important to determine the beliefs or values a person, group, or nation holds. The following exercises require you to identify the beliefs or value positions of the people involved.

Read the following exchange and note the areas of disagreement between the two speakers.

SPEAKER A: We have got to have job quotas or at least goals to encourage business and labor to hire members of minority groups.

SPEAKER B: On the contrary, quotas or goals or whatever you call them force business to be unfair to whites and males. You can't help one group by being unfair to others.

A: That is what has happened in our history. We took advantage of and exploited minority groups throughout our history. That's why men and whites are in the top positions today.

B: It's impossible to right all the wrongs in the past. People today cannot be held responsible for the misdeeds of others in the past.

A: It still comes down to most employers being white and male and they are not going to hire a minority person unless forced to.

B: They will hire the most qualified person. If that person is a member of a minority group -- fine. If not, the employer still has the responsibility to obtain the best person for the job.

A: But how can a minority group member be the most qualified or even compete because of past discrimination. No one would complain if the competition was fair.

B: Business still is a profit-making organization in the United States and not a social agency.

A: Maybe business has to take some of this responsibility if it is going to retain the respect it needs in this society.

B: Tell that to a stockholder who wants to know why he isn't making more on his investment. Besides you act as if minority groups haven't been successful in the United States. There are many in positions of leadership today that at one point were considered a minority group.

A: Those were the days, however, of much more social and economic mobility. Today things are much more frozen in favor of the "haves." The "have nots" don't have the same opportunities as others in the past.

DEBATE ON AFFIRMATIVE ACTION PROGRAM: LESSON 119

B: We haven't run out of opportunities today for the person who is willing to work hard and pay the price regardless of the sex or color.

A: If you are a member of a minority group today, it takes an exceptional effort to make it in our society. Either that or a lot of luck.

Which of the following positions do the above speakers disagree on?

Place a D in the blank by those positions where the speakers disagree.

____ Fairness

____ Environment/Ecology

____ Employment Qualifications

____ Democratic Government

____ Role of History

____ Economic Growth

____ Right to Health Care

____ Role of Government

____ Role of the President

____ National Security

____ Role of Business

____ Free Speech

____ Economic Opportunities

ANALYZING SOCIAL PROBLEMS/Identifying Consequences of Actions

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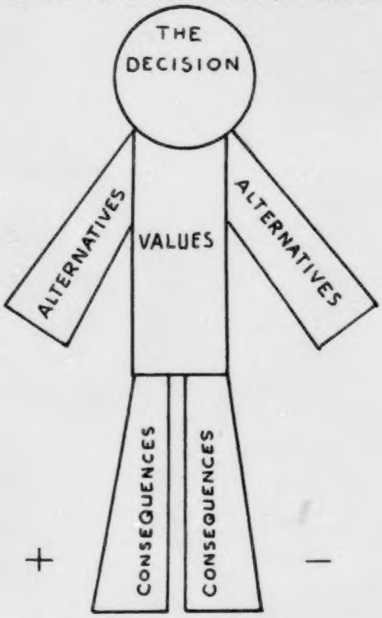
THE PUEBLO DECISION: LESSON 120

Acting on social problems involves making decisions. Decision-making is a basic feature of our lives. The complexity of this process can be better understood if it is first simplified by looking at any decision-making model.

SAMPLE DECISION-MAKING MODEL



Making a decision then is an intellectual choice. It involves comparing and considering possible alternatives and the positive (+) and negative (-) consequences. It also includes feelings. In addition, any decision is in part affected by the values of the decision maker and the cultural context in which the decision is made.

In the following situation you are to use the decision-making process.

On January 22, 1968, the United States Navy ship, Pueblo, was stopped by North Korean patrol boats off the mainland of North Korea. The ship and crew of 83, if captured, would be put in a North Korean prison for an undetermined length of time.

Using the brief account above, you are to use the model to make a decision as to what you would do in the situation if you were: (a) the captain of the ship, (b) President of the United States.

THE PUEBLO DECISION: LESSON 120

Listed below are four possible alternatives that were considered. As a decision-maker, you should consider all four alternatives. To adequately judge the alternatives you'll probably need more information about each. For each alternative list additional information that would be useful to know in order to make the best decision.

Alternatives	Additional Information
1. Fight	TEACHER NOTE: Students should write in suggestions such as armaments, expected treatment, armed service rules, speed of all vessels, distance to safe area, type of government, past pacts, etc.
2. Surrender	
3. Run	
4. Negotiate	

Before you choose an alternative, list one positive and one negative consequence for each alternative.

Alternatives	Positive	Negative
1. Fight		
2. Surrender		
3. Run		
4. Negotiate		

Different decision-makers would many times choose the same alternative but for different reasons. Hypothesize a reason for each alternative for both the captain and the President based on the values you would expect them to have.

Alternatives	Captain	President
1. Fight		
2. Surrender		
3. Run		
4. Negotiate		

Write what you would have done in each role and explain why.

As Captain	As President

The answers should be different for each decision-maker and, if not, should at least reflect some difference in values for the two men.

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UNEMPLOYMENT: LESSON 121

NOTE TO STUDENTS: Use the model from lesson 120 to analyze the following social problem of unemployment.

The present policy of the United States government towards unemployment has been to establish an unemployment insurance fund. Individuals when unemployed can then draw approximately one half of their previous salary from the fund.

This policy has developed many problems. Therefore, new policies are currently under consideration. One idea is to drop unemployment insurance all together and give everyone 18 or over a minimum income. The minimum income an individual would receive would be $4,200 (in 1978 dollars).

In this lesson the decision is between two alternatives: start the policy or retain the old system.

Before making a decision you have to weigh the consequences. All but two of the following consequences are directly related to the policy change. Indicate these by writing a "C" in the blank.

____ 1. Individuals would have enough income for their basic needs.

____ 2. Some individuals may not want to work.

____ 3. Fewer students would go on to college.

____ 4. Inflation rate would rise.

____ 5. Divorces might increase because of women's greater economic independence.

____ 6. Young adults (18-24) might not try to find a job.

____ 7. Crime rate would increase.

____ 8. Individuals would feel more economically secure.

____ 9. Organizations now helping the poor could work on other problems.

____ 10. Individuals wanting to try new careers and jobs could more easily do so.

Of the consequences listed above, pick the three that influenced your decision the most. Explain why.

TEACHER NOTE: Here the students should be able to explain how their own values or cultural values influenced their choices. This is the main purpose of the lesson -- to have students tie consequences and values together.

What would be your decision?

ANALYZING SOCIAL PROBLEMS/Identifying the Consequences of Action

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UNDERSTANDING OTHER CULTURE'S SOCIAL PROBLEMS -- EDUCATION IN THE THIRD WORLD
LESSON 122

NOTE TO STUDENTS: Complete lesson 120 before attempting this lesson. Lessons 122-124 build on each other but may be used independently from each other.

THE PROBLEM: Leaders in the modern African nations must make many difficult decisions about their nation's most crucial needs. Education is one such need. Imagine that you are a minister of education in one of these countries. Your task is to make the best possible decision for the greatest number of citizens. What would you decide on the following issues:

What language should be taught in your schools? Your alternatives are:

1. Bantu
2. Afro-European
3. English

ADDITIONAL INFORMATION: There are four different major Bantu languages. The Bantu languages are the languages people use everyday. It is easier to learn to read in your own spoken language. There are, however, few if any books written in Bantu. If you know one Bantu language you have only a few words in common with the other languages.

The Afro-European language has extensive written materials (books, etc.). Most people find it easy to learn. It is far easier to learn than English because it is half-African. None of the written materials, however, are on the college level.

English has been the official government language and is generally spoken by all western nations. The most successful language teaching programs have shown that it takes more than two years for an individual to learn English. The average length of schooling for most students in your country is presently only four years.

List a positive and negative consequence for selecting each of the alternatives.

	(+) Consequence	(-) Consequence
1. Bantu	Easy to learn	No written materials
2. Afro-European	A formal language but easy to learn	Limited to high school level complexity
3. English	Many other countries speak it	Hard to learn

In making your decision as the minister of education you must remember that your basic goal was the greatest benefit for the greatest number of people.

Which language would you use? Explain your choice.

UNDERSTANDING OTHER CULTURE'S SOCIAL PROBLEMS -- EDUCATION IN THE THIRD WORLD

LESSON 122

NOTE TO TEACHERS:
Although any decision is acceptable, the best choice using the model would be to select Afro-European. Although the people would be limited, more would be helped than if either of the other two languages would have been selected. Remember the value held by the education minister. Many students may select English. If they do you might wish to explore if ethnocentrism effected their choice.

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UNDERSTANDING OTHER CULTURE'S SOCIAL PROBLEMS -- EDUCATION IN THE THIRD WORLD

LESSON 123

NOTE TO STUDENTS: Refer to lesson 122 for necessary background for this lesson.

As the education minister, you must decide at which level of your educational system you wish to spend your money.

Your alternatives are:
1. Elementary
2. Secondary
3. College

ADDITIONAL INFORMATION: Presently only 40 percent of your country's eligible elementary age children attend school. Only 10 percent of eligible students attend secondary schools largely due to the lack of buildings and facilities. College is attended by only 3 percent of the eligible students, but the present facilities could handle more. Costs run several times more for secondary than elementary education. College and secondary costs are approximately the same although college costs are slightly higher. Right now you have only enough funds to increase expenditures at one level.

For each alternative list a positive and a negative consequence.

Alternatives	(+) Consequence	(-) Consequence
1. Elementary	Cheapest to improve	Country remains at lower level
2. Secondary	Would allow more kids to get in	Limits higher educational level
3. College	Produce leaders	Only 10 percent are ready now

Your goals as education minister are to benefit the most people and develop leaders for your country.

Which level would you choose to help? Explain your choice.

NOTE TO TEACHERS: Any decision is again acceptable. Probably the best decision would be to increase expenditures at the secondary level. This would help meet the excessive demand from elementary graduates. High school trained students could be used to help educate elementary students. College education at this point would probably not benefit as many people.

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UNDERSTANDING OTHER CULTURE'S SOCIAL PROBLEMS -- EDUCATION IN THE THIRD WORLD
LESSON 124

NOTE TO STUDENTS: Refer to lessons 122-123 for necessary background for this lesson.

As the education minister for an African nation, you need to decide what information your people should be taught. Your task is to choose the best curriculum for the students of your developing nation.

Your alternatives consist of:

1. Reading
2. Writing
3. Math
4. Geography
5. English
6. History
7. Science
8. Vocational skills
9. Physical education
10. Etc.

ADDITIONAL INFORMATION: You are setting up a curriculum for your total student population. Most of the population lives in rural areas now but in the future it is predicted that more will move to the city. The previous curriculum was established by the British colonial government and included reading, writing, math, geography, English, European history, and science. Keeping the same number of required subjects (8), you may retain any of the previous subjects or add new ones.

In this decision there are unlimited alternatives but you must list only eight subjects. After each choice give the positive consequence of each.

Curriculum Subjects	Positive Consequences
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

UNDERSTANDING OTHER CULTURE'S SOCIAL PROBLEMS -- EDUCATION IN THE THIRD WORLD

LESSON 124

Remember as education minister you are trying to benefit the most people. You also must prepare your people for self rule and coping with today's and tomorrow's problems.

Make your decisions and explain each.

This set of decisions is quite open-ended. Better answers would include reasoning about retaining the "basic" subjects (reading, writing, math) and adding the new country's language. You might also include a history course that would explain the new country's position in the world (e.g., African history or world history). Some thought would have to be given to vocational subjects, as well as to public health. Science would help them to better understand their environment now and in the future.

Name______________________________

Section___________________________

Teacher___________________________

REVIEWING SOCIAL PROBLEMS ANALYSIS: LESSON 125

Using the unemployment situation, explain how each of the following statements applies to unemployment as a possible social problem.

1. Social problems affect a large number of people.

2. Social problems change over time.

3. Social problems concern a large number of people.

4. People in the society think something can be done about the situation.

5. People's expectations have reached a point where they want change.

6. Solutions to social problems are complex.

7. Some solutions cause more problems.

NOTE TO TEACHERS: Any social problem could be substituted for unemployment. In this way you could assess whether students understand the concept of social problems.

CQE SKILL LESSONS ANSWER KEY

LESSON 1

1. To find the telephone numbers of local businesses.
2. The yellow pages list business phone numbers while the white pages list home phone numbers.
3. Alphabetical by product, service, or profession.
4. Products, services, or professions could be categorized in different ways. The index tells you how they were categorized in the yellow pages.

5.-7. Answers will vary with the particular yellow pages used.

LESSON 2

See answers for lesson one.

LESSON 3

Answers will vary.

LESSON 4

Answers will vary.

LESSON 5

Answers will vary.

LESSON 6

1. To find books in the library.
2. Subject, author, and title.
3. Call numbers, the shelf number where the book is kept.
4. By what comes first on the top of the card.
5. Terrible Swift Sword
6. Bruce Calton
7. United States-History-Civil War
8. 973.7
   CA
9. Doubleday
10. Date of publication, number of pages, that it contains maps and has a bibliography. E.B. Long was director of research.

LESSON 7

1. Tells you how the book on your area of interest will be indexed.
2. Because not all the books will be found under subject headings that you think they'll be indexed under.
3. Cards that tell you that you can find more information by looking under another subject heading.
4. Sometimes not all books will be found under one subject heading.
   Teacher assignment, answers will vary.

LESSON 8

Teacher assignment answers will vary.

LESSON 9

1. SEE ALSO card
2. Author
3. Title
4. Subject
5. SEE card

LESSON 10

1. December 15 - December 30, 1977
2. a. Better Homes and Gardens
   b. Business Week
   c. Ceramics Monthly
   d. Congressional Digest
   e. Current History
3. a. Continued on later page of same issue.
   b. Abridged
   c. August
   d. Company
   e. Edited, edition, editor

LESSON 11

1. July 27 - October 18, 1973
2. a. Negro History Bulletin
   b. Popular Science
   c. New Republic
   d. Natural History
   e. Publishers Weekly
3. a. Spring
   b. Number
   c. Monthly
   d. Society
   e. Part

CQE SKILL LESSONS ANSWER KEY

LESSON 12

An article in opposition to neutron bombs entitled "No neutron bombs for us please: European letter to President Carter" by B. Sorenson, found in Volume 33 of the Bulletin of Atomic Scientists, page 7, December 1977.

LESSON 13

An illustrated article on Zulus' rites and ceremonies entitled "Zulu King Weds a Swazi Princess" by V. Wentzel, found in Volume 153 of National Geographic, pages 46-61, January 1978.

LESSON 14

An article on obesity entitled "Obesity: A Growing Problem" by G.B. Kotata found in Volume 198 of Science Pages 905-906, December 2, 1977. Other articles on obesity can be found under the heading Weight (physiology).

LESSON 15

Teacher assignment, answers will vary.

LESSON 16

1. True
2. True
3. True
4. True
5. True
6. True
7. True
8. True
9. True
10. False

LESSON 17

Teacher assignment, awswers will vary.

LESSON 18

Teacher assignment, answers will vary.

LESSON 19

Teacher assignment, answers will vary.

LESSON 20

Teacher assignment, answers will vary.

LESSON 21

Teacher assignment, answers will vary.

LESSON 22

Teacher assignment, answers will vary.

LESSON 23

1. $3.00
2. $159.00
3. 62

1. $29.00
2. $33.00
3. $20.00

1. 1969 and 1979
2. 1949 and 1979

1. increased
2. 1969
3. increase

LESSON 24

1. 1968 to 1978
2. 1977 and 1978
3. Dollars
4. 1978
5. 1973
6. 302.7

LESSON 25

1. 1974 to 1979
2. 1978
3. 3,2,4
4. 1975
5. Household heads

LESSON 26

1. CPI
2. 1961 to 1975
3. Exceeds
4. 51.5%
5. Iceland
5. Canada and West Germany

CQE SKILL LESSONS ANSWER KEY

LESSON 27

1. 1940 to 1978
2. 1967
3. U.S. Bureau of Labor Statistics
4. Producer, consumer
5. 1978
6. Decline

LESSON 28

1. Area
2. Ten
3. Department of Commerce
   Bureau of the Census
4. 1819
5. 1880
6. 1810

LESSON 29

1. 1970
2. 1959
3. 1915
4. 1968
5. 1822

LESSON 30

1. Labor force
2. 16
3. 1970
4. Department of Commerce
5. Increasing
6. 40%
7. 22%

LESSON 31

1. Consumer Price Index
2. 1975
3. Percentage increases
4. Bureau of the Census
5. Japan United States
6. 1973
7. decline

LESSON 32

1. GNP
2. 1971-1978
3. Increase
4. Increasing

LESSON 33

1. 6
2. White
3. 10%
4. Decline
5. Teenagers
6. Men over 20

LESSON 34

1. A
2. A
3. C
4. C
5. C
6. B

LESSON 35

1. X
2. X
3. O
4. Y
5. Y

LESSON 36

1. X
2. O
3. X
4. Y
5. X

LESSON 37

1. Unemployment
2. 1974-1978
3. Percentage
4. 1975
5. 1974 and 1975
6. 1975 and 1976

LESSON 38

1. Unemployment
2. 1974-1978
3. Percentage
4. Blacks and other
5. Blacks and other
6. 1975
7. 1974
8. 1977 and 1978

CQE SKILL LESSONS ANSWER KEY

LESSON 39

1. Inflation
2. Percentage, 1970-74
3. White
4. U.S.
5. Italy
6. Mexico

LESSON 40

1. X
2. X
3. O
4. Y
5. Y

LESSON 41

1. C
2. A
3. B
4. C
5. A

LESSON 42

1. C
2. A
3. B
4. C
5. C

LESSON 43

1. B
2. A
3. A
4. C
5. C

LESSON 44

1. 7,400
2. $5.30
3. 500
4. 500
5. 100
6. 15
7. 3
8. $8
9. 50
10. 150

LESSON 45

1. 9,450
2. $6.30
3. 300
4. 300
5. 100
6. 15
7. 5
8. $12
9. 50
10. 150

LESSON 46A

1. 500
2. 38
3. $2
4. 2,500
5. 644

1. 50, 25
2. 4, 2
3. $2.50, $1.25

1. 800
2. $5
3. 1,500
4. 5,000
5. $30

LESSON 46B

1. $.80
2. $4
3. $.08
4. $.40

1. $2.40
2. $1.50
3. $.90

1. 200
2. 33
3. $10
4. $1
5. 400
6. 200

1. 50
2. 50
3. 200
4. 20
5. 150
6. 60

LESSON 47

1. C
2. A
3. C
4. B
5. A

LESSON 48

1. A
2. B
3. B
4. C
5. A

LESSON 49

1. C
2. C
3. A
4. C
5. C

LESSON 50

1. 1975
2. Forest
3. 20.5%
4. 1.5%
5. 13.3%

LESSON 51

1. Goes
2. Income, Expenditures
3. Individual income tax
4. 13%
5. 26%
6. Direct benefit payments to individuals.

LESSON 52

1. E
2. E
3. C
4. C
5. C
6. E
7. C
8. C

CQE SKILL LESSONS ANSWER KEY

LESSON 53

1. IS
2. IN
3. IS
4. IS
5. IN
6. IS
7. IN

LESSON 54

1. c
2. a
3. c
4. a
5. a
6. c
7. b
8. b

LESSON 55

1. a
2. a
3. c
4. b
5. a
6. b
7. b

LESSON 56

1. a
2. a
3. a
4. b
5. b

LESSON 57

1. a
2. a
3. b
4. a
5. b

LESSON 58

1. Y
2. Y
3. X
4. Y
5. X
6. Y
7. X
8. X
9. X
10. Y
11. Y
12. X
13. Y
14. X

LESSON 59

1. X
2.
3. X
4.
5.
6. X
7. X
8.
9. X
10.
11. X
12.
13. X
14.
15.
16. X

LESSON 60

1. F
2. T
3. T
4. F
5. F
6. F
7. F
8. F

LESSON 61

1. F
2. O
3. F
4. O
5. F
6. F
7. F
8. F
9. O
10. O

LESSON 62

1. F
2. O
3. F
4. F
5. O
6. O
7. F
8. F
9. F
10. O
11. F
12. F
13. O

LESSON 63

1. O
2. F
3. O
4. O
5. O
6. F
7. F
8. O
9. O
10. F
11. O
12. O
13. O

LESSON 64

1. F
2. O
3. O
4. F
5. F
6. O
7. F
8. O
9. F
10. O
11. F
12. O
13. F

LESSON 65

1. O
2. F
3. F
4. O
5. F
6. O
7. O
8. F
9. O
10. O
11. F
12. F
13. O
14. O

LESSON 66

1. X
2.
3. X
4. X
5.
6.
7. X
8. X
9.
10.
11.

CQE SKILL LESSONS ANSWER KEY

LESSON 67

1. X
2. X
3.
4.
5. X
6. X
7. X
8.
9. X
10.
11. X

LESSON 68

1. I
2. R
3. R
4. I
5. R
6. R
7. R
8. I
9. I
10. I

LESSON 69

1. I
2. R
3. I
4. R
5. I
6. R
7. R
8. I

LESSON 70

1. c
2. c
3. a
4. c
5. c
6. b

LESSON 71

1. b
2. b
3. a
4. c
5. b

LESSON 72

1. b
2. a
3. c
4. a
5. c
6. b

LESSON 73

1. b
2. c
3. a
4. a
5. c

LESSON 74

1. X
2. X
3. X
4.
5. X
6. X
7. X
8.
9.
10.

LESSON 75

1. X
2. X
3.
4.
5. X
6.
7. X
8.
9.
10. X
11.
12. X
13.

LESSON 76

Teacher will need to check each student's work.

LESSON 77

Teacher will need to check each student's work.

LESSON 78

Teacher will need to check each student's work.

LESSON 79

1. 10,000
2. ½ inch
3. 50"
4. 4 billion
5. 6.5 billion
6. 1850
7. 125
8. 50 years
9. 25 years
10. Increasing at an even faster rate.
11. Living space, food supply, pollution, etc.

LESSON 80

1. 6:15 a.m.
2. True
3. True
4. 33 minutes
5. 6:15 p.m.

LESSON 81

1.
2.
3. N.W.
4. Increase
5. Columbia
6. D Street and N. Oak Street

LESSON 82

1. First
2. Seven
3. St. Louis Park
4. Five
5. S.W.
6. Plymouth
7. N.W.
8. C
9. Randall Johnson
10. One

LESSON 83

Teacher will need to check each student's work.

LESSON 84

Teacher will need to check each student's work.

LESSON 85

1. Appalachian Mountains
   Atlantic Ocean
2. Florida
3. C
4. D

LESSON 86

1. Southern
2. Mediterranean Sea
3. Approximately 700
4. India
5. Mediterranean Sea
   Black Sea
   Caspian Sea
   Red Sea
   Arabian Sea
6. Persia
7. Approximately 1,700 miles
8. 3,300 - 3,400 miles

LESSON 87

1. False
2. East
3. North
4. 1584-1689
5. Sea of Okhotsk
6. Poland, Finland
7. C
8. B
9. False
10. True

LESSON 88

1. 2
2. 14
3. 3
4. North
5. North
6. Short and not connected
7. North - had both manufacturing and transportation advantage.

LESSON 89

1. 10
2. 30
3.
4. 1891-1900
5. b

1. Germany 12 million
1. Greece
3. 10,000
4. Ireland, England
5. About 4 million,
   about the same
6. Russia, Scotland, Norway,
   France, Netherlands,
   Denmark, Sweden, Italy,
   Austria-Hungary

1. Italy, Austria-Hungary,
   Russia
2. Germany, 2 million to 500,000
3. Netherlands

1. Shift from Western to Eastern
   Europe
2. 1901-10, very different customs,
   history, languages.

LESSON 90

1. Answers will vary.
2. 3, West Coast, Mid-Continent, Puerto Rico
3. Mid-Continent, Texas, Mexico
4. Mexico
5. Mexico
6. Conn., Rhode Island, Mass., Vermont, Maine,
   New Hampshire
7. No, some go west toward Texas
8. New York
9. North
10. Move with seasonal development of crops,
    colder in the north
11. Minnesota, North Dakota

LESSON 91

1. b
2. Alaska, Arizona, Colorado, Florida, Nevada, Wyoming
3. No
4. No
5. d
6. e
7. Illinois, Indiana, New York, Ohio, Rhode Island
8. Climate, space, science, retirement, etc.
9. More political power in Congress
10. Water, sewage, housing, roads, etc.

LESSON 92

1. 8
2. California, most population
3. The census
4. Every 10 years
5. California, most population gained
6. Pennsylvania, New York - they've lost population
7. a
8. The south and southwest

LESSON 93

1. 4
2. 14
3. 55.7%
4. 68.0, 12.3%, fifth
5. Washington, D.C.
6. South Dakota 70.8%
   Georgia, 37.8%
7. The south
8. The upper midwest

LESSON 94

1. b
2. b
3. c
4. c
5. c
6. c
7. b
8. b
9. c
10. b

LESSON 95

1. Probably no
2. Probably no
3. Possibly yes
4. Possibly yes
5. A-E

LESSON 96

1. c
2. B, D, F, G, H, J

LESSON 97

1.
2.
3. X
4.
5. X
6. X
7. X
8.
9.
10. X

LESSON 98

Paragraph one

LESSON 99

Teachers will need to evaluate each student's definition.

LESSON 100

1.
2.
3.
4. X
5.
6. X
7. X
8.
9. X
10.

LESSON 101

Teachers will need to evaluate each student's definition.

LESSON 102

1. No
2. Yes
3. Yes
4. No
5. Yes

LESSON 103

1.
2. X
3.
4.
5. X
6. X
7. X
8.
9.
10.

LESSON 104

1. No
2. Yes
3. Yes
4. No
5. Yes

LESSON 105

Teachers will need to evaluate each student's definition.

LESSON 106

1. B
2. D

LESSON 107

1. A
2. D

LESSON 108

1. D
2. B
3. A
4. E
5. A
6. D
7. C

LESSON 109

1. E
2. A
3. F
4. C or D
5. A or D
6. A
7. D or A
8. A

LESSON 110

1. E
2. A
3. E
4. F
5. E
6. D
7. F
8. B or F

LESSON 111

1. C
2. F

LESSON 112

1. D
2. A

LESSON 113

1. D
2. B

LESSON 114

1. B
2. F
3. C
4. A
5. E
6. D

LESSON 115

1. On the Statue of Liberty
2. Teacher will need to evaluate student descriptions

LESSON 116

VALUES	U.S.	U.S.S.R.
Free Enterprise	E,H	D,K
Economic Freedom	M	A,F,I
Equality	G	C,L
Free Speech	J	B,N

LESSON 117

1. B
2. D

LESSON 118

1. A
2. B

LESSON 119

Fairness
Employment Qualifications
Role of History
Role of Government
Role of Business
Economic Opportunities

LESSON 120

Teacher will need to evaluate each student's work.

LESSON 121

1.
2.
3. C
4.
5.
6.
7. C
8.
9.
10.

Teacher will need to evaluate each student's work.

LESSON 122

Some consequences are listed. Each student's decision needs to be examined.

LESSON 123

Some consequences are listed. Each student's decision needs to be examined.

LESSON 124

Each student's curriculum needs to be examined.

LESSON 125

Very open-ended lesson -- can serve to evaluate problem analysis skills held by students.